

**THE EFFECT OF USING CONCEPT MAP ON THE IMPROVEMENT
OF READING COMPREHENSION IN THE ENGLISH LEARNING
PROCESS OF THE EIGHT GRADE STUDENTS OF SMP N 2 GAMPING**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree in English Language Education



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**ENGLISH EDUCATION STUDY PROGRAM
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2013**

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**THE EFFECT OF USING CONCEPT MAP ON THE IMPROVEMENT
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PROCESS OF THE EIGHT GRADE STUDENTS OF SMP N 2 GAMPING**

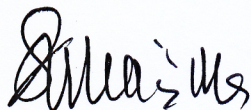
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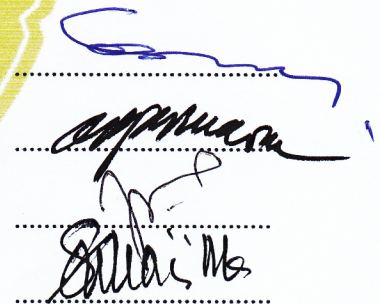
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Apabila ternyata terbukti pernyataan ini tidak benar, maka hal itu sepenuhnya menjadi tanggungjawab saya.

Yogyakarta, 10 Mei 2013



Wiwit Astikaningrum

MOTTOS

And be patient, for indeed, Allah does not allow to be lost the reward of those who do well. (Q.S. Hud: 115)

Allah burdens not a person beyond his scope. (Q.S. Al-Baqarah: 286)

So verily, with the hardship, there is relief. Verily, with the hardship, there is relief. (Q.S Al-Insyiroh: 5-6)

Make everything as simple as possible, but not simpler. (Albert Einstein)

Keep love in your heart. A life without it is like a sunless garden when the flowers are dead. (Oscar Wilde)

Listen to many, speak to a few. (William Shakespeare)

DEDICATIONS

This thesis is dedicated to:

❖ **My parents**

ACKNOWLEDGEMENTS

Praise be to Allah SWT for His blessing so that the writer was able to finish the thesis with title “The Effect of Using Concept Map on the Improvement of Reading Comprehension in the English Learning Process of the Eight Grade Students of SMP N 2 Gamping”. This thesis is presented as partial fulfillment of the requirements for the attainment of a *Sarjana Pendidikan* Degree in English Language Education.

The process for finishing this thesis was not easy. It got a lot of help from other parties. For that reason, the researcher would like to express her deepest gratitude to:

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The researcher realizes that this thesis is far from being perfect. However, she expects that this thesis gives contributions to anyone who conducts experimental studies of media, particularly concept map.

Yogyakarta, 10th May 2013



Wiwit Astikaningrum

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ABSTRACT

This research used concept map as the media to improve reading comprehension. The objective of this research is to find out whether concept map is effective in the teaching reading to the eight year students of junior high school at SMP Negeri 2 Gamping.

This research is classified as a quasi experimental research design. The subject of this research was the eight year students of SMP Negeri 2 Gamping, in the academic year of 2012/2013. This research focuses on the effect of using concept map as the media which are believed to be an alternative media to improve the students' reading comprehension. The researcher divided the subjects into two classes. They were the control class and experimental class. The instrument of this research was a reading comprehension test. There were 30 test items of the reading comprehension test. To test the validity of the instrument, the researcher applied Point Biserial Correlation formula, while the reliability of the instrument is measured using KR-20 formula. The data were analyzed by utilizing descriptive and inferential analyses.

The results of this study show that the scores of the students in the experimental class are higher than the scores of the students in the control group. The mean of the post test scores of the experimental group is 20.28 and the mean of the post test scores of the control group is 18.63. The value of t -observed (3.125) is higher than that of t -table (1.995). It means that the hypothesis is accepted ($3.125 > 1.995$). It can be said that there is a significant difference between students taught using concept map and those taught without using it. Therefore the hypothesis of this research "there is a significant difference in students' reading comprehension ability between those who are taught by using concept map and those who are not" is accepted. This means concept map is believed to be an effective strategy to improve students' reading comprehension ability.

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an important language in the world. Most people in the world use English to communicate with other people from other countries. In the global era now, English is a unifier language for all of the people from all over the world. That is why English becomes an international language and it is very important to be able to speak in English. English is used by many or different people for different purposes, such as both young and old from workers, businessman, and students. For example, in the field of business, some people have to do the interview to get the job with the ability of using English. Because of this situation, many people in the world have to learn English.

English becomes a main subject in all levels of education in Indonesia. It begins from kindergartens, elementary schools, junior high schools to senior high schools and colleges. English should be taught to children from an early age. The introduction of the English in early age is very important to master English language skills. In junior and senior high school, English becomes a compulsory subject. The curriculum of English for students refers to four skills in the learning process. They are reading, listening, speaking, and writing skills.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill becomes very important in the

education field, students need to be exercised and trained in order to have a good reading skill.

Sari (2009:2) in World Bank data (2008) shows that the average of reading ability of Indonesian children ranks 31 among 32 countries studied. Ideally the reading ability of students in junior high school is 250 words/minute, but the data of the world bank research shows that students in Indonesian junior high schools is below the standard that is only 103 words/minute. The World Bank also shows that the ability of reading comprehension of students in junior high school is very low. Based on the data, the ability of reading comprehension is the same position with the speed of reading which is rank 31 of the 32 countries studied. The fact above encouraged the researcher to conduct research on reading ability by using concept map that can improve the reading comprehension ability of the students.

B. Identification of the Problem

There are some important factors in determining the students' success in the learning English at junior high schools. They are teachers, students, media, and techniques. However, there are also some problems arising in the teaching reading comprehension at junior high schools which relate to those factors. These problems can be presented as follows:

1. Teachers tend to apply the monotonous reading activities in the class that is by having the students' text and answer the question based on the text in every meeting. This kind of reading activity usually makes the students bored.

2. Motivation of the students to learn English is low. The students in junior high school are still having difficulties to mastery English.
3. The English learning in the grade of junior high school is still difficult for almost of the students. As the students in Indonesia, English is a difficult subject. They have to understand the foreign language in their school as compulsory subject. Major problem to learn English is lack vocabulary to understand a text. Students think that the longer of the text is more difficult to be understood. The varieties of vocabulary and text genre which unfamiliar to them also become the problems in reading English text.
4. The variation of teaching media in teaching reading is very low. Most of the teachers only use the textbook as the major source of their teaching reading. Teacher only explain the materials in front of the students and ask the students to read anything written on the text books and do the reading tasks on the text books.

C. Delimitation of the Problem

As can be seen from the problem identification, there are many aspects in the English learning process. To conclude, there is a major problem that influences the students' reading skill. The will of students to reading English text is very difficult because of the varieties unfamiliar vocabulary, the students' motivation, and lack of the teaching techniques of the teachers. So the researcher will use concept map technique to improve the students' reading skill in English learning.

D. Formulation of the Problem

Based on the background of problem, the identification of the problems, and the limitation of the problems above, the research problem is formulated into the following questions:

1. What is the students' reading skill in SMP N 2 Gamping grade VIII like?
2. How are the reading comprehension scores for both students who are taught by using the concept map and those who are not?
3. Is there any significant difference in English reading skills between the students who are taught using the concept map and those who are not?

E. Objective of the Study

In the formulation of the problems above, the objective of this research could be formulated as follows:

1. to describe the students' reading skill in junior high school,
2. to describe the reading achievement scores for both the students who are taught by using the concept map and those who are not, and
4. to predict how far and significant the concept map can influence the students' reading skill.

F. Significance of the Study

This research is expected to produce outcomes that will be useful for the development of the English learning process. There are some expected advantages of the research as follows.

1. The finding can be useful to English teachers and curriculum writers in the improvement of English learning process in junior high schools.
2. For the English teachers of SMP N 2 Gamping, it is expected that this study can offer one of the teaching techniques that they can apply in the classroom.
3. For other researchers, the finding of research will improve the knowledge about how to improve the students' reading skill in the English learning process.

CHAPTER II

THEORETICAL REVIEW, REVIEW OF RELATED STUDIES, CONCEPTUAL FRAMEWORK, AND HYPOTHESIS

A. Theoretical Review

1. Reading Comprehension

a) Definition

There are so many definitions of reading. Grellet (2003:7) says that reading is a constant process of guessing, and what one brings to the text is often more important than what one find in it. This is why from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. In addition, Nunan (1989:17) also explains that reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses and sentences).

Reading may also be defined as a way in which something is interpreted or understood (Oxford dictionary 1995:968). In addition, Rivers (1981:261) states that reading is a process of enunciating the conventional way the sounds symbolized by the printed or written marks on the script. Although reading is like a silent activity but actually there is a process, pronouncing of the word process. Nunan (1989:17) also says that reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses and sentences).

Brown (2004:186) mentions that genres of reading are as follows.

- 1) Academic reading which covers general interest articles (in magazines, newspapers, etc.), technical reports (e.g., lab reports), professional journal articles, reference material (dictionaries, etc.), textbooks, theses, essays, papers, test directions, editorials and opinion writing.
- 2) Job-related reading that includes messages, letters/emails, memos, reports, schedules, labels, signs, announcements, forms, applications, questionnaires, financial documents, directories, manuals, directions, and
- 3) Personal reading that consist of newspapers, magazines, letters, emails, greeting cards, invitations, messages, notes, lists, schedules, recipe, menus, maps, calendars, advertisements, novels, short stories, jokes, drama, poetry, financial documents, forms, comic strips, cartoons.

In addition, Brown (2001: 307) explains some micro skills for reading comprehension:

- 1) To differentiate the characteristics of graphemes and orthographic patterns of English.
- 2) To keep chunks the difference length of language in short-term memory.
- 3) To write the process at an efficient rate of speed.
- 4) To identify core words and interpreting word order patterns and their significant.
- 5) To identify grammatical word clauses (nouns, verbs, etc.), systems (e.g. tense, agreement and pluralization), patterns, rules, and elliptical forms.

- 6) To understand that a particular meaning can be delivered in different grammatical forms.
- 7) To identify the cohesive device in written discourse and also the function in marking the relationship among clauses.
- 8) To identify the rhetorical forms of written discourse and the significant for interpretation.
- 9) To identify the communicative functions of written texts based on the form and purpose.
- 10) To deduce the text into context that is not explicit by using background knowledge.
- 11) To deduce links and connections between events, ideas, etc., to deduce the causes and effects, and to find out the relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) To recognize literal and implied meanings.
- 13) To identify specific reference culturally and interpret them in a context of appropriate cultural schemata.
- 14) To develop and use a series of reading strategies such as scanning, skimming, detecting discourse markers, guessing meaning of words from context, and activating schemata for interpretation of texts.

Brown (2004:189) states that types of reading are:

- 1) Perceptive. Perceptive reading task involve attending to the components of larger stretches of discourse such as letters, words, punctuation, and other graphemic symbols.

- 2) Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching, true/false, multiple choice, etc.
- 3) Interactive. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must interact with the text.
- 4) Extensive. Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

Based on the theories, it can be concluded that reading is a process to get information from the text and interpret something. To develop reading strategies, there are methods such as scanning, skimming, detecting discourse markers, guessing meaning of words from context, and activating schemata for interpretation of texts. Comprehension will be successful when the readers understand what the text is about and when they successfully reach their purpose of reading.

b) The Importance of Reading

Reading is very important to be mastered in the English learning process. Harmer (1998:68) supports that there are many reasons why the students have to read English text. They are: (1) Many of them want to be able to read English texts in English either for their careers, (2) For study purposes, (3) reading is part

of language acquisition, so that the learners want to acquire it, (4) reading is needed to be a good model of writing, (5) To learn language; vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts, (6) Good reading can introduce interesting topics, stimulate discussion, excite imaginative responses and be the spring board for well rounded, fascinating lessons.

In addition, Grellet (2003:4) mentions that there are two main reasons for reading; reading for pleasure and reading for information (in order to find out something or in order to do something with the information you get). The main ways of reading are as follows: (1) Skimming: quickly running one's eyes over a text to get the gist of it, (2) Scanning: quickly going through a text to find a particular piece of information, (3) Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding, (4) Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

According to Harmer (2002: 199), when the learners read a story or newspaper, they deploy a range of respective skills. Therefore, reading is one of the respective skills. It means that reading is one of the basic skills in the language learning. Without reading, people cannot learn the language well.

Therefore, reading is very important to be mastered in the English learning process. Reading is different from other skills such as speaking and listening. Learner does reading because it has so many purposes and learner want to get something from the text such as new information.

c) How to Improve Reading Comprehension

To improve reading comprehension in English as foreign language, some strategies should be applied. According to Brown (2001) there are some strategies for teachers in teaching reading which involves the teaching techniques. Firstly, teacher should use techniques which are intrinsically motivating and make students interested. The text chosen in reading activities also should be authentic but readable for students. It is to avoid students feel demotivated and frustrated if they read the texts which are too difficult for them. In addition, Nuttal (1996) in Brown (2001) presents three criteria for choosing text for teaching reading: (1) the content should be suitable, challenging, but enjoyable, (2) the text should be exploitable, and (3) the lexical and structural difficulty of the text should not overwhelm learners (readable).

The next strategy is to use both bottom-up and top-down reading techniques to build an interactive reading. Both techniques are involved in the three phases of learning activity; the first is pre-reading which is intended to introduce topic and activate learners' schemata, the second is during reading to build learners' sense and purpose of reading, and the last phase is after reading to give some comprehension questions to learners and do vocabulary study.

Rivers (1981:261) mentions that reading may be comprehensible. The learner must also be taught to derive meaning from the word combinations in the text and to do this in a consecutive fashion at a reasonable speed, without necessarily vocalizing what is being read.

Moreover, teachers also should follow the SQ3R sequence which stands for survey-question-read-recite-review. This sequence is useful to get the reading activity more organized and to help students to get better comprehension of the text.

Brown (2004:188) says that some principal strategies for reading comprehension are:

- 1) Identify your purpose in reading a text.
- 2) Apply spelling rules and conventions for bottom-up decoding.
- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- 4) Guess at meaning (of words, idioms, etc.) when you aren't certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information (names, dates, key words).
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse makers to process relationships.

Grellet (2003:4) explains that reading involves a variety of skills. The main ones are listed below.

- 1) Recognizing the script of language.
- 2) Deducing the meaning and use of unfamiliar lexical items
- 3) Understanding explicitly stated information

- 4) Understanding information when not explicitly stated
- 5) Understanding conceptual meaning
- 6) Understanding the communicative value (function) of sentences and utterances
- 7) Understanding relations within the sentences
- 8) Understanding relations between the parts of a text through lexical cohesion devices.
- 9) Understanding cohesion parts of a text through grammatical cohesion devices
- 10) Interpreting text by going outside it
- 11) Recognizing indicators in discourse
- 12) Identifying the main point or important information in a piece of discourse
- 13) Distinguish the main idea from supporting details
- 14) Extracting salient points to summarize (the text, an idea etc.)
- 15) Selective extraction of relevant points from a text
- 16) Basic reference skills
- 17) Skimming
- 18) Scanning to locate specifically required information
- 19) Transcoding information to diagrammatic display

Reading is not a passive skill. Grellet (2003:8) states that reading is an active skill, it constantly involves guessing, predicting, checking and asking oneself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the student's powers of inference through systematic practice, or introduce

questions which encourage students to anticipate the content of a text from its title and illustrations or end of a story from the preceding paragraphs.

Brown (2001:313) mentions that principles for designing interactive reading techniques are to make sure that the teacher may not overlook the importance of specific instruction in reading skills, he should use techniques that are intrinsically motivating, balance authenticity and readability in choosing texts, encourage the development of reading strategies.

2. English Learning at Junior High School

a. Characteristics of Junior High School Students

Students of junior high school are categorized into young children. Harmer (2002:38) explains that young children, especially those up to the ages of nine or ten, learn differently from older children, adolescents, and adults in the following ways:

- 1) They respond to meaning even if they do not understand individual words.
- 2) They often learn indirectly rather than directly – that is they take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
- 3) Their understanding comes not just from explanation, but also from what they see and hear and, crucially; have a chance to touch and interact with.
- 4) They generally display an enthusiasm for learning and curiosity about the world around them.
- 5) They have a need for individual attention and approval from the teacher.

- 6) They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- 7) They have limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Harmer (2002:37) also states that some people say that children learn languages faster than adult do. They talk of children who appear to pick up new languages effortlessly.

According to Harmer (2002:37), the age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills; people might expect children of primary age to acquire much of a foreign language through play. In addition, Harmer (2002:37) states that some people say that children learn languages faster than adults do. They talk of children who appear to pick up new languages effortlessly.

To choose what the best method to teach students, the teacher must consider the characteristic of age. Harmer (2002:37) mentions that the age of the students is a major factor in the decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills; people might expect children of primary age to acquire much of a foreign language through play.

In the learning process, the teacher should give the children joyful class activity. Harmer (2002:38) mentions that because children love discovering things, and because they respond well to being asked to use their imagination,

they may well be involved in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs.

b. Teaching Reading to the Students of Junior High School

Reading is an ability that must be learned. Reading is one of four skills that have to be mastered in the English learning process in school beside speaking, listening, and writing. Students have to improve their reading ability. The ability of reading in school can be developed by teachers. The teachers should give a simple way and varied to improve reading ability of the students. Grellet (2003:9) states the important point when devising reading comprehension exercises is that the activities should be flexible and varied.

Based on the Indonesian curriculum, English starts to be introduced at elementary schools with activities such as how to read, guess meaning, and to introduce some vocabulary to understand a text. In junior high school, English becomes a compulsory subject. The students in junior high school start to learn an English reading text. They have to understand messages by guessing the meaning of the text and learn how to read the text fluently.

3. Concept Map

a) The Nature of Concept map

Novak and Canas (2008) explain that concept maps are graphical tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts indicated by a connecting line linking two concepts.

The term of concept map has so many definitions but there are in the same way to explain about graphic that consists of meaning. Carnine, Silbert & Kameenui (1990: 226) mention that a concept map is a graphic representation of the information related to a concept or concepts discussed in science texts. White (2011) says that a concept map presents the relationships among a set of connected concepts and ideas.

A concept map visually represents a body of knowledge including the critical concepts, vocabulary, ideas, events, generalizations and/or fact using a diagram or other type of visual display. As a result, students gain a holistic view of the body of knowledge before the chapter is read. Not only do students learn critical content before passage reading, they gain an understanding of the chapter's structure. As the name implies, the concept map can serve as a guide to the chapter's content and structure. Krashen (1983:134) explains that the fluent reader does not examine every word in a linear fashion, but rather samples various linguistic cues (graphic, syntactic, and semantic), and uses knowledge of the world to arrive at a hypothesis about the meaning of the text.

b) History of Concept Map

Concept maps were developed in 1972 in the course of Novak's research program at Cornell where he sought to follow and understand changes in children's knowledge of science. During the course of this study the researchers interviewed many children, and they found it difficult to identify specific changes in the children's understanding of science concepts by examination of interview

transcripts. Out of the necessity to find a better way to represent children's conceptual understanding emerged the idea of representing children's knowledge in the form of a concept map.

c) Advantages of Concept Map

Novak and Canas (2008) mention that one of the powerful uses of concept maps is not only as a learning tool but also as an evaluation tool, thus encouraging students to use meaningful-mode learning patterns. Oxford (1990:61) states that mapping strategy is valuable for improving both memory and comprehension of new expressions. It can be used for prelistening or prereading activities designed to help learners understand and remember vocabulary that will be heard or read. It can also be used as the basis for an entire listening or reading activity by giving the main concept or expression and asking students to listen and fill in the rest. Mapping also provides a good note taking format. Learners can make maps like to cluster or group related concept visually, thus making the concepts easier to remember.

d) The Steps to Construct Concept Map

Carnine, Silbert & Kameenui (2009:227) explain some steps to construct a concept map. They are as follows.

- 1) Determine the critical content (vocabulary, concepts, ideas, generalizations, events, details, fact, etc.).

- 2) Organize the concepts in a visual representation that reflects the structure of the content: hierarchy, diagram, compare-contrast, timeline, or process/cycle,
- 3) Design a completed concept map,
- 4) Create a partially completed concept map,
- 5) Create a blank concept map.

Oxford (1990: 61) states that mapping involves arranging concepts and relationships on paper to create a semantic map, a diagram in which the key concepts (stated in words) are highlighted and are linked with related concepts via arrows or lines.

e) The Teaching Procedures in Concept Map

The teaching procedures for introducing concept maps will vary considerably depending on the structure of the map. Carnine, Silbert & Kameenui (2009:229) state that the following procedures in concept map can generally be used.

- 1) Distribute partially completed concept maps to your students.
- 2) Place a transparency of the completed map on an overhead projector.
- 3) Introduce the information on the concept map, proceeding in a logical order, stressing the relationships between the vocabulary concepts, events, details, facts, etc.
- 4) At natural junctures, review and firm up concept you have introduced.
- 5) At the end of the lesson, review the critical content again using the blank concept map.

Concept map is aimed to clarify the understanding of a text. The teachers can apply the procedures of concept map in learning English. It is made to explain the relationship between the vocabulary concepts, events, details, facts, etc. in maps that make the student easy to comprehend the text.

B. Review of Related Studies

Concept mapping is not a new strategy in reading. It has been used by several teachers in teaching reading comprehension. There are also some relevant research studies related to the use of concept mapping in the English learning process. Mamura (2011) applied mapping in her research entitled “The Use of Mind Mapping to Improve Vocabulary Mastery of the Fourth Grade Students of SD Muhammadiyah Ngijon I in the Academic Year of 2009/2010”. The result of this research shows that mapping help students to improve ability in memorizing, aspect in mapping such as imagination and association can help students understand words and memorize them in a short time.

The same research is also conducted by Chang (2002) entitled “The Effect of Concept Mapping to Enhance Text Comprehension and Summarization”. The findings demonstrate that concept mapping may serve as a useful graphic strategy for improving text learning. The findings also suggest that combining a spatial learning strategy with a correction method or scaffolding instruction is a potential approach for optimizing the effects of concept-mapping.

Soleimani (2012) also conducted the research entitled “The Effect of Learner Constructed, Fill in the Map Concept Map Technique, and Summarizing

Strategy on Iranian Pre-university Students' Reading Comprehension". Concept maps (CM) are powerful tools which have different uses in educational contexts; however, this study limited its extension and explored its impact on the reading comprehension skill of Iranian EFL students. To this purpose, a proficiency test was employed and 90 intermediate pre-university students. The results of the study showed that despite the efficacy of all three strategies, the fill in the map version of CM was the most influencing one. It suggested that in general, CM technique might be regarded as an alternative or even as an effective replacement of the summarizing strategy for reading comprehension skill.

Based on those previous research conducted, it can be concluded that concept map gives a good impact to the students in reading comprehension. That is why the researcher tries to conduct research on The Effect of Using Concept Map on the Improvement of Reading Comprehension in the English Learning Process of the Eight Grade Students of SMP N 2 Gamping.

C. Conceptual Framework

Concept mapping strategy is valuable for improving both memory and comprehension of new expressions. It can help the students create brainstorm and generate new ideas. When the students look at the concept maps, students can understand easily the relationship of some information in the text. The concept maps are a powerful tool for pre-teaching and reviewing bodies of knowledge found in science, social culture, and textbooks. They are not only show students the relationship of the concept, the structure of the chapter; but visually represent

the information for easier acquisition. Concept maps are also very useful when teaching students with very low reading skills. Mapping also provides a good note taking format. Learners can make maps like to cluster or group related concept visually, thus making the concepts easier to remember.

Based on the discussion above, it is assumed that there is a positive relationship between the use of concept mapping as a reading strategy and students' reading comprehension ability of the eighth grade students of SMP N 2 Gamping in the academic year of 2012/2013.

D. Hypothesis

Based on the conceptual framework, the researcher consequently proposes the hypothesis. The hypothesis of the research can be formulated as follows:

There is a significant difference in students' reading comprehension ability between those who are taught by using concept map and those who are not.

CHAPTER III

RESEARCH METHOD

A. Type of the Study

This research is a quasi-experimental study that is included in the quantitative research. The researcher does not take random selection and assignment. The researcher takes the available classes as the sample of the research. The pre-test and post-test were given both to the control and experimental groups.

The design is intact group pre-test and post-test design that involves two groups. There are control and treatment groups. A control group refers to a group of students whose selection and experiences are exactly the same as the experimental group except that they do not receive the experimental treatment.

B. Population and Sample

The population of this research includes the entire eight grade students of SMP N 2 Gamping registered in 2012/2013. The researcher took two of the classes as the sample of the research.

The sampling technique of this research was the intact group sampling technique where the researcher chose two of available class. Class VIII E and VIII F were chosen as the sample of the research. The researcher used toss coin to decide the control and experimental class. Class VIII F was the experimental class and class VIII E was the control class. Both experimental and control classes were

given pre-test and post-test. However, the treatment was only given to the experimental class.

C. Research Variables

This research involved two variables. First, the independent variable is concept map (X) in English learning process. The second variable (Y) is the dependent variable. The dependent variable in this research is the reading skill.

D. Research Design

The design used in this research is pre-test and post-test design for control and experimental group. The score result in the pre- test and post- test then were compared to each other to know the difference. The research design can be illustrated in the table below.

Table.1 The Design of the Pre-experimental Research

Experimental Group	O1	X	O2
Control Group	O1	-	O2

Where, O1= pre test O2= post test X=treatment

E. Research Instrument

The instrument used in this research is a test. The content of the test is developed based on the English curriculum for junior high school of eight grade students in the form of multiple choice questions. The testing activity in this

research is divided into two: pre-test and post-test which use the same test in the form and content.

The pre-test was implemented in both experimental and control group. The test instrument is a reading comprehension test. After conducting the treatment, the researcher administered the post-test to both experimental and control groups. All items of reading test are the same with pre-test. It consists of thirty five multiple choice questions. It is composed based on standard curriculum of English learning for the eighth grade students of Junior High School.

Table 2. Blueprint of Reading Comprehension Test

Competence	Item Number	Total Number of Item
1. Finding meaning of the word	7,19,26,4	4
2. Identifying information	2,3,10, 12,15, 18,20,29, 32, 33,34	11
3. Finding topic of the text	1,6,9,24	4
4. Making conclusion	14,22,23,27,28	5
5. Understanding references	5,8,11, 21,31	5
6. Finding the main idea of the passage	25,16	2
7. finding synonym	13,35,17,30	4
Total		35

1. Validity of the Instrument

The validity of a test is the extent to which a test measures what it purports to measure. Validity of the instrument consists of three kinds of validity. They are content validity, construct validity, and item validity.

a. Content Validity

Content validity is concerned with how well the test represents the subject matter content or behaviors to be tested. The procedure for determining content validity is to compare the test content with the universe of content or behaviors supposedly being measured. It means that the test is based on the competency standard and basic competency of School-based Curriculum grade VIII of the English subject.

b. Construct Validity

Construct validity is concerned with whether or not the test performance can be described psychology. The procedure is to determine experimentally what psychological factors are related to test performance (e.g. self-concept, anxiety). The researcher constructs the instrument based on the blue print of reading ability.

c. Item Validity

Before the researcher conducted the pre test, the researcher conducted the try out before using the instrument to collect the data in order to find out the validity and reliability of the instrument. The tryout of the reading comprehension test was done by the researcher on Tuesday, 12th February 2013. It involved class VIII B whose number of the students is 32 students. This validity refers to the how far an item test has a difficulty index, discrimination index, and a good coefficient of correlation.

$$r_{pbi} = \frac{Xp - Xq}{SD} \frac{\overline{pq}}$$

Where r_{pbi} =Point Biserial Correlation

Xp = The mean score on the total test of the students answering the item right

Xq = The mean score on the total test of the students answering the item wrong

p = Proportion of cases answering the item right

q = Proportion of cases answering the item wrong

SD = Standard deviation of the total sample on the test

Table 3. The Item Distribution of Reading Comprehension Test before Try-Out.

Competence	Item Number
1. Finding meaning of the word	7,19,26,4
2. Identifying information	2,3,10, 12,15, 18,20,29, 32, 33,34
3. Finding topic of the text	1,6,9,24
4. Making conclusion	14,22,23,27,28
5. Understanding references	5,8,11, 21,31
6. Finding the main idea of the passage	25,16
7. finding synonym	13,35,17,30

The researcher used SPSS computer program with the use of the *point biserial* to measure the validity of reading test. The result after using the *point biserial* is that there were five invalid test items. The items were number 6, 16, 19, 20, and 26. From that fact, the researcher only used 30 items left to measure the students' reading ability.

Table 4. The Item Distribution of Reading Comprehension Test after Measured by Using Point Biserial Correlation.

Competence	Item Number
1. Finding meaning of the word	4,6
2. Identifying information	2,3,9,11,14,16,24,27,28,29
3. Finding topic of the text	1,8,20
4. Making conclusion	13,18,19,22,23
5. Understanding references	5, 7,10,17,26
6. Finding the main idea of the passage	21
7. finding synonym	12,15,25,30

2. Reliability of the Instrument

The reliability of the instrument is measured by using Kuder-Richardson 20 as follows:

$$r_{KR-20} = \frac{k}{k-1} \left(1 - \frac{pq}{SD^2} \right)$$

where, r = coefficient correlation

p =proportion the item right

q =proportion the item wrong

k =total of the item

SD^2 =varians

The researcher used SPSS computer program with the use of the *KR-20*.

The higher result of the coefficient correlation, the more reliable the test can be used. After using *KR-20* to measure the reliability of the test, the result of *coefficient correlation* was 0.813. It means that the test is reliable enough to be tested.

3. Data Collection Technique

The data collecting technique in this research was testing. The data collection was conducted from February-March 2013 in SMP N 2 Gamping. It was conducted by adapting the lesson schedule in SMP N 2 Gamping. It means the researcher followed the available schedules. Before the researcher conducted the pre test, the researcher conducted the try out before using the instrument to collect the data in order to find out the validity and reliability of the instrument.

The research was conducted in several steps. The steps are as follows.

- a) Observation
- b) Making instrument
- c) Validity of the instrument
- d) Research instrument try out
- e) Pretest
- f) Treatments for experimental class
- g) Posttest

Table 5. Time Allocation of the Implementation of the Treatment and the Administration of the Tests.

Group	Time Allocation		
	Pre-Test	Treatment	Post-Test
Experimental	18-02-2013	Tuesday, 19-02-2013 Wednesday, 20-02-2013 Tuesday, 26-03-2013	6-03-2013

Control	18-02-2013	Wednesday, 27-03-2013 Monday, 4-03-2013 -	6-03-2013
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4. Data Analysis Technique

The techniques used to analyze the data in the research are descriptive statistic and inferential statistic.

a. Descriptive Analysis

The descriptive analysis is aimed at providing answer to the research question about the concept map and English reading skill. The statistic used in computation is the mean, which is the average score of the subject of this research and standard deviation which is the average variability of all the scores around mean.

1) Mean

Mean is the most commonly used measure of central tendency because it takes all scores into account. The formula for obtaining the mean is

$$\bar{x} = \frac{x}{N}$$

Where, \bar{x} ("x-bar") = the mean of a sample

x = the sum of the score

N = number of cases

2) Standard Deviation

The most frequently used measure of variability is the standard deviation. Hatch and Farhady (1982:57) state that standard deviation is used to measure variability. It is “standard” in the sense that it looks at the average variability of all the scores around the mean; all the scores are taken into account. To calculate the standard deviation:

$$s = \sqrt{\frac{x^2}{N - 1}}$$

where, s= standard deviation

x^2 = square each individual deviation and then add them up

N= the number of cases

3) Categorization

The categorization of the score obtained by students is made to find out the level of the students’ reading ability. The students’ score categorization of reading comprehension is based on the ideal score.

Table 6. Categorization

Score Class	Category
X+1.5SD up to X+3SD	very high
X+0.5SD up to X+1.5SD	high
X-0.5SD up to X+0.5SD	average
X-1.5SD up to X-0.5SD	low
X-3SD up to X-1.5SD	very low

b. Inferential Analysis

Inferential Statistic consists of:

1) Normality Test

This test is aimed to see whether the distribution of responses of the English learning achievement meets normal distribution or not. This is done by *chi-square*.

$$x^2 = \frac{(f_o - f_e)^2}{f_e}$$

where, x^2 = chi-square

f_o = the observed frequency

f_e = the expected frequency

2) Homogeneity Test

Test of homogeneity is used to find out if the sample variance is homogeneous or not. This is done by F-test.

$$F = \frac{SD^2_{bs}}{SD^2_{kt}}$$

where SD^2_{bs} = the biggest variance

SD^2_{kt} = the smallest variance

3) Hypothesis Testing: t-test

Test of hypothesis is to determine whether there is a significant difference between students who are taught using the concept map and those who are taught without using it.

$$t_o = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\frac{X_1^2}{n_1} - \frac{X_2^2}{n_2}}{n_1 + n_2 - 2}}}$$

Where, \bar{X}_1 = the mean of the high group

\bar{X}_2 = the mean of the lower group

X_1^2 = square each individual deviation and then add them up X_1

X_2^2 = square each individual deviation and then add them up X_2

n_1 = the number of cases of the high group

n_2 = the number of cases of the lower group

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This study was a quasi-experimental study. It was aimed at finding out the effects of concept map in the teaching of reading. The effects could be seen from the gained scores of the subjects of the research. It was taken by comparing the mean and the standard deviation of the gained scores of the students taught by using concept map with those who are not taught by using it in the teaching reading. This chapter presents the data descriptive statistics, inferential statistics, and the hypothesis testing, while the discussion describes the result of the hypothesis testing.

A. Description of the Research

The sample of the study was 71 students which were divided into the experiment class which consisted of 35 students and the control class which consisted of 36 students. The researcher conducted 7 times meeting for both classes. One meeting was to conduct a pre-test for both classes. The use of concept mapping was conducted in five meetings with different topics in every meeting in the experimental class. It was done to improve the students' reading comprehension, and one meeting was to conduct a post-test for both classes.

1. Pre-test

The pre test for the experimental and control group were conducted on the same day. The pre-test for experimental class and control class was administered

on 18th February 2013. There are 30 items of the reading comprehension test. Both classes were asked to finish the test in 60 minutes. In the pre-test that was given before the treatment, both the students in the control and experimental classes were asked to answer a reading comprehension test which consists of 30 multiple choices. The pre-test score was compared later with the result of the post-test score.

2. The Experimental Treatment

The researcher used the eighth grade students of SMP N 2 Gamping, class VIII E and class VIII F. Class VIII E belonged to the control class which consisted of 35 students and class VIII F belonged to the experimental class which consisted of 36 students. The researcher conducted five meetings of the treatment in the experimental class with different topic in every meeting.

The schedule of the experimental treatment can be seen on the following figure.

Figure 1. The Schedule of the Treatments in the Experimental Class

Class	Time Allocation
	Treatments
Experimental (VIII F)	Tuesday, 19-02-2013
	Wednesday, 20-02-2013
	Tuesday, 26-03-2013
	Wednesday, 27-03-2013

Monday, 4-03-2013

3. Post-test

After finishing the treatment, the researcher conducted a post test. It was held on 6th March 2013 for the experimental and control class.

B. Data Description

The descriptive analysis is applied to provide answers to the questions about the effect of using concept mapping to improve reading comprehension ability. The data of the pre-test scores of the experimental and control groups were taken before the treatment was given. The researcher conducted five meetings treatment with concept mapping as the focus of the teaching. The treatment was given to the experimental group only. After five meetings were given as the treatment, a post-test was given to both groups to collect the final result of the research.

The effectiveness of the research can be analyzed by looking at the data taken from the gained scores in the tests. It can be seen by comparing the mean and standard deviation of the gained scores from the control and experimental groups. The calculation of the highest score, the lowest score, the mean score and the standard deviation is provided in the data description.

1. Pre-Test

In the pre-test that was given before the treatment, both the students in the control and experimental groups were asked to answer a reading

comprehension test which consists of 30 multiple choices. The pre-test score was compared later with the result of the post-test score. The result of the pre-test can be seen as follows:

a. The Data of the Reading Comprehension Test Score of the Experimental Group in the Pre-Test

Based on the result of the calculation, it shows that the gained mean score of the reading comprehension test score of the experimental group in the pre-test is 15.81. The standard deviation (SD) of the scores is 2.364. The maximum score gained in the test is 20 and the minimum score is 11.

Table 7. Descriptive Analysis of the Experimental Group in the Pre-Test

Mean	SD	Median	Mode	Min. Score	Max. Score
15.81	2.364	16.00	13	11	20

The students' score categorization of reading comprehension is based on the ideal score. The ideal score is found by using the ideal mean score (Mi) and the ideal standard deviation (SDi). The scores of the students are categorized based on the score categorization as mentioned earlier in Chapter III. The distribution of the score can be seen in the table below:

Table 8. The Score Categories of the Experimental Group in the Pre-Test

No.	Interval	F	F(%)	Category
1.	>24-30	0	0%	Very High
2.	>18-24	5	13.9%	High
3.	>12-18	30	83.3%	Average
4.	>6-12	1	2.8%	Low
5.	0-6	0	0	Very low

From the data above, it can be seen that pre-test in the experimental class there are 5 or 13.9% students who belong to the *high* category, the students who

get the *average* category are 30 or 83.3%, the students who get the *low* category are 1 or 2.8 %, and there is no student who get the *very low* category. According to the table, most of the students are in the average category.

b. The Data of the Reading Comprehension Test Score of the Control Group in the Pre-Test

Based on the result of the calculation, it shows that the gained mean score of the reading comprehension test score of the control group in the pre-test is 16.40. The standard deviation (SD) of the scores is 2.882. The maximum score gained in the test is 22 and the minimum score is 10.

Table 9. Descriptive Analysis of the Control Group in the Pre-Test

Mean	SD	Median	Mode	Min. Score	Max. Score
16.40	2.882	17.00	16	10	22

The scores of the students are categorized based on the score categorization as mentioned earlier in chapter III. The distribution of the score can be seen in the table below:

Table 10. The Score Categories of the Control Group in the Pre-Test

No.	Interval	F	F(%)	Category
1.	>24-30	0	0%	Very High
2.	>18-24	7	20.0%	High
3.	>12-18	24	68.6%	Average
4.	>6-12	4	11.4%	Low
5.	0-6	0	0	Very low

From the data above, it can be seen that pre-test in the control class there are 7 or 20.0% students who belong to the *high* category, the students who get the *average* category are 24 or 68.6%, the students who get the *low* category are 4 or

11.4 %, and there is no student who get the *very low* category. According to the table, most of the students are in the average category.

c. Comparison between Experimental and Control Groups of the Students' Reading Comprehension Scores in the Pre-test

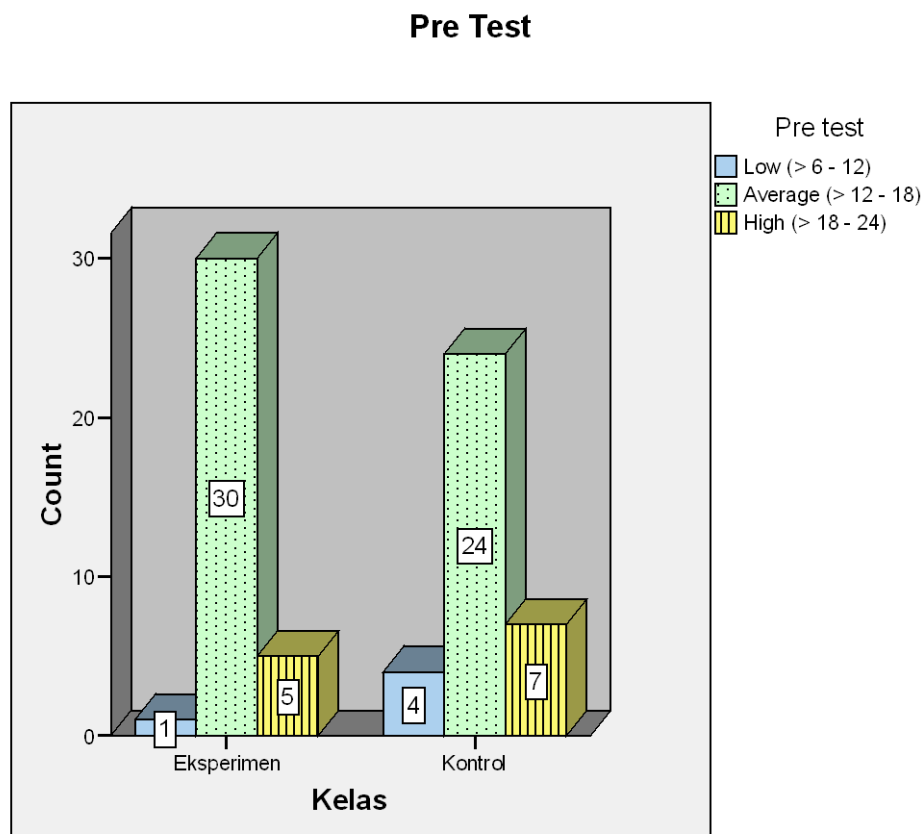
After the data of the pre-test scores were collected from both groups, the next step was to compare the data to see that both groups were in the same level of reading comprehension score before the treatment.

Table 11. Comparison Data between Experimental and Control Groups of the Students' Reading Comprehension Scores in the Pre-test

Data	Experimental Class	Control Class
Number of cases	36	35
Mean	15.81	16.40
SD	2.364	2.882

The mean score of the pre-test of the experimental class is 15.81 and the standard deviation is 2.364. As in control class, the mean score is 16.40 and the standard deviation is 2.882. The mean scores of both groups before the treatment reflect the same level of ability in reading comprehension between the two groups.

Picture 1. The Graphic Distribution of the Pre-test Scores of the Experimental and Control Class



2. Post-test

A post-test was conducted after the treatment. The same as the pre-test, the post-test was in the form of a reading comprehension test which consisted of 30 questions of multiple choices. This test was given to both experimental and control groups. The post-test score will be compared with the previous pre-test score to find out the affectivity of the treatment. The result of the post-test can be seen as follows:

a. The Data of the Reading Comprehension Test Score of the Experimental Group in the Post-Test

Based on the result of the calculation, it shows that the gained mean score of the reading comprehension test score of the experimental group in the post-test is 20.28. The standard deviation (SD) of the scores is 2.133. The maximum score gained in the test is 23 and the minimum score is 15.

Table 12. Descriptive Analysis of the Experimental Group in the Post-Test

Mean	SD	Median	Mode	Min. Score	Max. Score
20.28	2.133	21.00	22	15	23

The scores of the students are categorized based on the score categorization as mentioned earlier in chapter III. The distribution of the score can be seen in the table below:

Table 13. The Score Categories of the Experimental Group in the Post-Test

No.	Interval	F	F(%)	Category
1.	>24-30	0	0%	Very High
2.	>18-24	30	83.3%	High
3.	>12-18	6	16.7%	Average
4.	>6-12	0	0%	Low
5.	0-6	0	0%	Very low

After the treatment, the majority of the students 'score (83.3%) is in the *high* category. There is also an increase in the *very high* 'category with a percentage of 32.4%. The other 16.7% is in the *average* category. There is no student in the *low* and *very low* category. It is also supported by the mean score of 20.28 which belongs to the high category >18-24.

b. The Data of the Reading Comprehension Test Score of the Control Group in the Post-Test

Based on the result of the calculation, it shows that the gained mean score of the reading comprehension test score of the control group in the post-test is 18.63. The standard deviation (SD) of the scores is 2.624. The maximum score gained in the test is 23 and the minimum score is 11.

Table 14. Descriptive Analysis of the Control Group in the Post-Test

Mean	SD	Median	Mode	Min. Score	Max. Score
18.63	2.624	19.00	20	11	23

The scores of the students are categorized based on the score categorization as mentioned earlier in chapter III. The distribution of the score can be seen in the table below:

Table 15. The Score Categories of the Control Group in the Post-Test

No.	Interval	F	F(%)	Category
1.	>24-30	0	0%	Very High
2.	>18-24	18	51.4%	High
3.	>12-18	16	45.7%	Average
4.	>6-12	1	2.9%	Low
5.	0-6	0	0%	Very low

Different with the experimental group, the majority of the students' scores (51.4%) is in the *high* category and (45.7%) in the *average* category. The other 2.9% is in the *low* category and there is no student in the *very low* category. It is also supported by the mean score of 18.63.

c. Comparison between Experimental and Control Groups of the Students' Reading Comprehension Scores in the Post-test

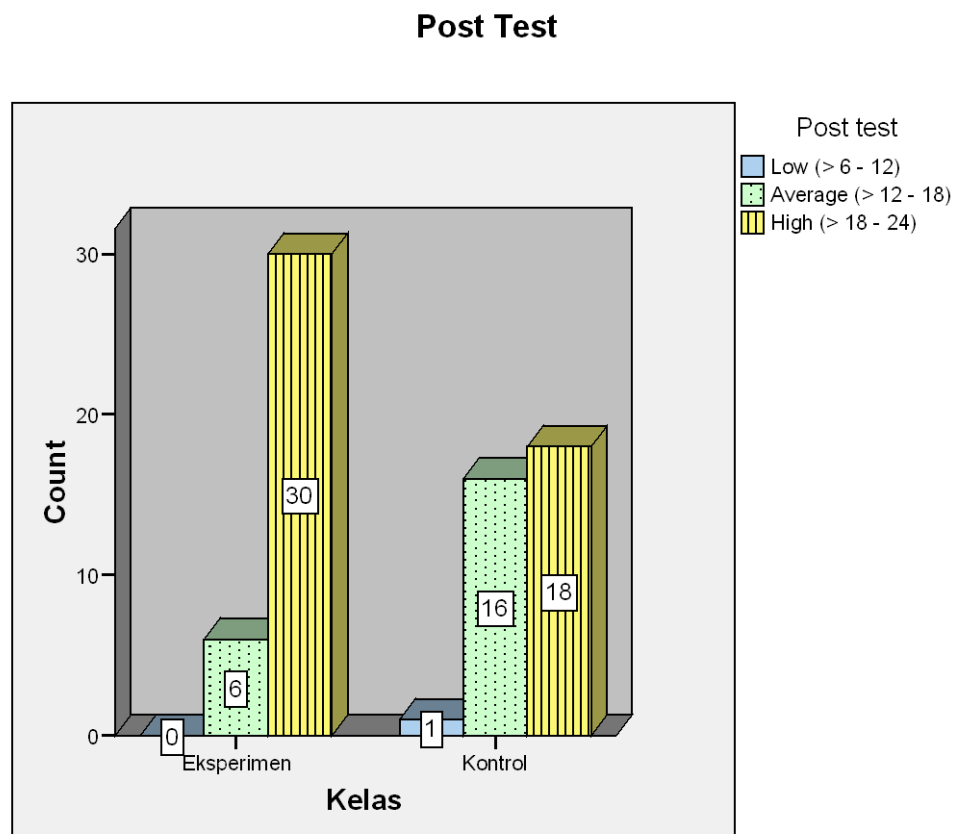
The result of the post-test score of both groups is compared to find out the difference after the treatment is conducted.

Table 16. Comparison Data between Experimental and Control Groups of the Students' Reading Comprehension Scores in the Post-test

Data	Experimental Class	Control Class
Number of cases	36	35
Mean	20.28	18.63
SD	2.133	2.624

The mean score of the post-test of the experimental group is 20.28 and the standard deviation is 2.133. In control group, the mean score is 18.63 and the standard deviation is 2.624. The mean scores of both groups are in different levels after the treatment.

Picture 2. The Graphic Distribution of the Post-test Scores of the Experimental and Control Class



C. Inferential Statistics

This part describes three types of tests. They are test of normality, test of homogeneity, and test of hypothesis. Test of normality is used to test whether the scores distribution of the samples are normal or not; test of homogeneity is used to test whether the samples' variation are homogeneous or not; and test of hypothesis is used to test whether the hypothesis is acceptable or not.

1. Test of Normality

This test is employed to see whether the distribution of the scores is normal or not. The Chi-Square formula is applied to test the normality.

The result of the normality test can be seen in the table 17 bellow:

Table 17. The Results of the Normality Test

	Group	df	χ^2_o	χ^2_t	p	Decision
Pre-Test	Experimental	5	2.707	11.07	0.7451	Normal
	Control	5	3.715	11.07	0.5912	Normal
Post-Test	Experimental	5	7.881	11.07	0.1629	Normal
	Control	4	5.867	9.488	0.2093	Normal

Note: df: Degree of freedom

χ^2_o : Chi-Square obtained

χ^2_t : Chi-Square table

p: probability

a) Normality Test of Pre-test of the Experimental Class

From Table 17, it is found that in the pre-test of the experimental class, the result of the Chi-Square (χ^2_o) is 2.707, with degree of freedom = 5, and the significance is 5%, while the chi-table (χ^2_t) is 11.07. As the Chi-Square is lower than the chi-table, it can be concluded that the scores of the reading test of the experimental class have normal distribution.

b) Normality Test of Pre-test of the Control Class

From Table 17, it is found that the result of the Chi-Square (χ^2_o) is 3.715 with degree of freedom = 5, and the significance is 5%, while the chi-table (χ^2_t) is 11.07. As the Chi-Square value is lower than the chi-table, it can be concluded that the scores of the reading test of the control class have normal distribution.

c) Normality Test of Post-test of the Experimental Class

From Table 17, it is found that the result of the Chi-Square (χ^2_o) is 7.881 with degree of freedom = 5, and the significance is 5%, while the chi-table (χ^2_t) is 11.07. As the Chi-Square value is lower than the chi-table, so it can be concluded that the scores of the reading test of the experimental class have normal distribution.

d) Normality Test of Post-test of the Control Class

From the table 17, it is found that the result of the Chi-Square (χ^2_o) is 5.867 with degree of freedom = 4, and the significance is 5%, while the chi-table (χ^2_t) is 9.488. As the Chi-Square value is lower than the chi-table, it can be concluded that the scores of reading test of the control class have normal distribution.

2. Test of Homogeneity

This test is intended to know whether the population scores are homogeneous or not. This was done by F-test. The population can be categorized

as homogeneous if the value of F-observed (F_o) is lower than that in the table (F_t) and the probability (p) is higher than 0.05.

The result of the F-test can be seen in the table 18 below:

Table 18. The Result of the Homogeneity Test

Variables	df	F_o	F_t	p	Decision
A1-A2	34;35	1.486	1.762	0.121	Homogeneous

From the homogeneity test done by using F-test formula, it is found that the F observed value is 1.486, while F table is 1.762. In the calculation of the homogeneity, if F observed value < F table, and probability (p) is higher than 0.05, it means that the data are homogenous. In this case, F observed (1.486) < F table (1.762), and p (0.121) > 0.05, so the sample variance is homogenous.

3. Test of Hypothesis

This analysis is intended to know whether there is a significant difference in reading skills between the students who were taught using concept map and those who were taught without using it. At first, the hypothesis must be changed to the null hypothesis (H_o) before the hypothesis is rejected or accepted. The function of the null hypothesis (H_o) is to predict that the hypothesis has no effect. The null hypothesis (H_o) of this research is:

There is no significant difference in the reading comprehension between the eighth grade junior high school students of SMPN 2 Gamping who were taught by using concept map and those who were not.

The researcher used the *t-test* to test the hypothesis. In *t-test*, if the value of *t*-observed is higher than *t*-table, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. The alternative hypothesis (H_a) is:

There is a significant difference in the reading comprehension between the eighth grade junior high school students of SMPN 2 Gamping who were taught by using concept map and those who were not.

This is the summary of the test result:

Table 19. Statistical Data of *t-test* (post-test)

Group	N	Mean	SD
Experimental	36	20.28	2.133
Control	35	18.63	2.624

Note: N : The number of subject in each group

SD : Standard deviation

Table 19 shows that the mean score of the experimental group after the treatment is higher than the mean score of the control group, i.e. $20.28 > 18.63$. It means that there is a significant difference between the students who are thought using the concept map and without using it. It also shows that the students in the experimental class got better development in the average scores than the students

in the control group in the reading comprehension test. The result of computation can be utilized to do further analysis using *t-test*.

From the result of *t-test*, it is gotten *t-obtained* (*to*) then it is compared with *t-table* at the significant level 5%. Therefore, the result of the t-test can be seen in the following table.

Table 20. The Result of the t-test

Variables	Df	to	tt 5%	Decision
A1-A2	69	3.125	1.995	Hypothesis is accepted

From the table above, it shows that t observed is 3.125, with degree of freedom 69 and the significant level 5%. Statistically, if t observed > than t table, the difference is significant. In this case, the t-observed is 3.125 and the t table is 1.995. It means that t observed > t table, so the alternative hypothesis is accepted and the null hypothesis is rejected. It can be concluded that there is a significant difference in the reading comprehension ability between the eighth grade junior high school students of SMPN 2 Gamping who were taught by using concept map and those who were not.

D. Discussion

Based on the analysis, it shows that there is a significant difference on reading comprehension ability between the students who are taught using concept map in the English teaching and learning process and those students who are taught without concept map. In general, the students' scores of the experimental

class are higher than the students' scores of the control class after the implementation of the technique concept map.

The results of this study also suggest that concept mapping is effective in improving the reading comprehension ability of Grade VIII students of SMP Negeri 2 Gamping. It is proved that students in the experimental group who received the 5-meetings of treatment got higher mean score than students in the control group who did not get the same instruction. In addition, the result demonstrated that students who received the treatment were able to comprehend the text easily in the reading class activities.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter will present the outcomes of the research including the conclusions, implications, and suggestions. Below is the discussion of each of them.

A. Conclusions

Based on the data analysis in the previous chapter, the presentation of the result is in line with research problem formulation proposed by the researcher. The difference between the experimental and the control group is significant based on the post-test scores. The computerization calculation approved the significance through the t-test formula.

The control group gained 16.40 as a mean score and the experimental group gained 15.81 in the pre-test. The mean scores are included in the same level of reading comprehension score categorization. It means that both groups are in the same level of category before the treatment is conducted. A post-test was given after the treatment is over. The mean score of the post-test in the experimental group is 20.28 and the control group has a mean score of 18.63. By giving the treatment, students in the experimental group achieve higher mean score than the students in the control group.

The alternative hypothesis is also accepted after the t-test analysis of the gained mean scores is utilized. Based on the result of t-test can be said as

significant if the value of t -observed (t_o) is higher than the value of t -critical in the table and the p value is lower than 0.05. In this research, the value of t -observed of the test is 3.125 and the value of t -critical in the table is 1.995. The p value of the post-test (0.005) is also lower than 0.05. Therefore the hypothesis of this research is accepted.

It is proved that by teaching reading using concept mapping as a reading strategy is an effective way to increase the reading comprehension ability of the students. It can be seen through the data analysis of the t -test that shows a significant difference after the study has finished. The theories stated before in the previous chapter are now supported by the result of this study.

B. Implication

The implication of this research is divided into two parts; those are theoretical and practical implications:

1. Theoretical Implication

From the theoretical view, this research is conducted to strengthen the previous theories of concept mapping. It provides additional answers to some questions and this research proved that concept mapping gives positive effect to the process of learning.

2. Practical Implication

The researcher saw the evidence when she conducted the study. The use of concept mapping gives impact to the reading activities in the classroom. Students can understand the text easily because of concept map.

C. Suggestion

After conducting this research, the researcher proposed some suggestions to increase the students' reading skill as presented as follows:

1. To the Students

To learn languages is not an instant process. Therefore, in learning English, concept map is better for students to comprehend the text easily. It is suggested for the language learners to apply the concept map while reading. By using appropriate strategies, reading will become easier and interesting.

2. To the English Teachers

Teachers need to find appropriate learning strategies to be applied to the students. Helping the students to use reading strategies can be one positive way to increase the reading comprehension ability and achievement of the students in the English learning process. To get succeed in the English teaching and learning process of reading, the English teacher should be creative in selecting and applying appropriate teaching techniques for students in the class. According to this research, the use of concept map in the teaching and learning process of reading helps the students to practice and can improve their reading skill. Therefore, the teacher may apply concept map as the technique in teaching reading in the class.

3. To Other Researchers

This study may have many weaknesses in many sections since the researcher is new in the field. It would be great if there is another researcher who

is interested in the same topic and has initiative to reveal more deeply about the study of concept map. The researcher hopes that this study may give contribution to other researchers who are interested in conducting and developing the related research in similar theme. Realizing that this research is far from being perfect so other researchers may add other related theories in the English teaching and learning process.

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APPENDICES

APPENDIX A

RESEARCH

INSTRUMENTS

READING COMPREHENSION TEST

Petunjuk Pengisian

1. Berilah tanda silang (X) pada salah satu pilihan jawaban (A, B, C, atau D) yang Anda anggap benar menurut bacaan di atasnya.
2. Waktu yang disediakan untuk reading comprehension adalah 2 jam pelajaran.
3. Selamat mengerjakan.

Choose the correct answers for the following questions

Text 1

Saint Valentine

Saint Valentine was a priest who lived long ago at the time of the Roman Emperor, Claudius II. Claudius would not let soldiers marry. However, Valentine secretly performed marriage services for **them**. Then, he was discovered and was thrown into jail. Valentine fell in love with the jailer's daughter while he was in prison. On the day he was put to death he sent her a little note which he signed, Your Valentine. Nowadays, many people think that Saint Valentine's Day has something to do with that story.

1. What is the text about?
 - a. Roman Emperor
 - b. Saint Valentine's Day
 - c. Jailer's daughter
 - d. Soldier marriage
2. Who was Saint Valentine?
 - a. A Roman Emperor
 - b. A soldier
 - c. A writer
 - d. A priest.
3. Why was Saint Valentine in prison?
 - a. He secretly performed marriage services
 - b. He married with soldier's daughter
 - c. He fell in love
 - d. He wrote a little note
4. "..... he was discovered and was thrown into jail" (line 3). The word "jail" means...
 - a. kastil
 - b. istana
 - c. penjara
 - d. rumah
5. What does "them", in sentence 3 refer to?
 - a. The prisoners
 - b. The soldiers
 - c. The Emperors
 - d. The Priests

Text 2

A long time ago, the Sun and the Moon were a married couple who lived on 1
the Earth and were great friends of the Sea. One day, they invited the Sea to visit them.
So the Sea went along with the fish and all the members of his family. Surprisingly,
the water began to rise, so that the Sun and the Moon had to climb up to the roof
because they did not want to be drowned, and then they climbed up into the sky, where 5
they remain ever since.

- 6. "...then they climbed up into the sky where they remain ever since."
The underlined word means
 - a. keep
 - b. stay
 - c. reveal
 - d. mention
- 7. One day, they invited the Sea to visit them. (Line 2)
They refers to...
 - a. the Sun and the moon
 - b. the sun and the fish
 - c. the sea and the moon
 - d. the sun and the sea

Text 3

One day a cat and a fox were having a conversation. The fox, who was a 1
conceited creature, boasted how clever she was. "Why, I know at least a hundred tricks
to get away from our mutual enemies, the dogs," she said. "I know only one trick to get
away from dogs," said the cat. "You should teach me some of yours!"
"Well, maybe someday, when I have the time. I may teach you a few of the simpler 5
ones," replied the fox airily. Just then they heard the barking of a pack of dogs in the
distance. The barking grew louder and louder, the dogs were coming in their direction!
At once the cat ran to the nearest tree and climbed into its branches, well out of reach of
any dog. "This is the trick I told you about, the only one I know," she called down to the
fox. "Which one of your hundred tricks are you going to use?" 10
The fox sat silently under the tree, wondering which trick she should use. Before she
could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.
A single plan that works is better than a hundred doubtful plans.

8. The text tells you about the cat and
 - a. the dog
 - b. the enemy
 - c. the fox
 - d. the trick
9. How can the fox be described?
 - a. She is always doubtful
 - b. She is always tricky
 - c. She is brave
 - d. She is clever
10. They fell upon the fox and tore her to pieces. (line 12). They refers to ...
 - a. the foxs
 - b. the cats
 - c. the dogs
 - d. the enemies
11. What was the fox doing under the tree when the dogs came?
 - a. Teaching the cat some tricks
 - b. Waiting for the dog's attack
 - c. Thinking about the trick to use
 - d. Escaping from the dogs
12. the dogs arrived.
The synonym of the underlined word is...
 - a. came
 - b. gone
 - c. trick
 - d. slept

Text 4

Once upon time, there was a handsome man. His name was Batara Guru Sahala. 1
He liked fishing. One day, he caught a fish. He was surprised to find out that the fish
could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the
fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in 5
love with that fish-woman. The woman wanted to marry with him and said that Batara
Guru had to keep the secret which she had been a fish. Batara Guru agreed and
promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got
very angry with his daughter. He could not control his mad. He shouted angrily and got 10
the word of fish to his daughters. The daughters were crying. They found their mother
and talked her about it.

The mother was very annoyed. Batara Guru broke his promise. The mother was
shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth 14
formed a very big hole. People believed that the big hole became a lake. Then this lake
is known as Toba lake.

- 13. What is the best title for the text above?
 - a. Batara Guru Sahala
 - b. The Volcanoes
 - c. The legend of Toba Lake
 - d. The Fish Woman
- 14. Why was Batara Guru Sahala surprised when he was fishing?
 - a. He was a handsome man
 - b. He found out that the fish could talk
 - c. He caught a fish
 - d. He liked fishing
- 15. ... He shouted angrily and got the word of fish to his daughters (line 10). What is the synonym of the underlined word?
 - a. screamed
 - b. cried
 - c. surprised
 - d. believed

Text 5

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her 1
stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let
her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the 5
ball, Cinderella danced with the prince, who fell in love with her, then later he married
her. They lived happily ever after.

- 16. Which of the following is NOT TRUE according to the text?
 - a. Cinderella felt happy with her husband
 - b. Cinderella felt annoyed with her stepsister
 - c. Cinderella was helped by a fairy to get to the ball
 - d. Cinderella was helped by her stepsister to do all the housework

Text 6

One morning there was a tiger that woke up and just felt great. He felt so good, 1
he went out and concerned a small monkey and roared at him. “Who is the mightiest of
all the jungle animals?” The poor little monkey replied, “You are of course, no one is
mightiest than you”.

A little while late, this tiger confronted a deer and bellowed out, “Who is the 5
greatest and strongest of all the jungle animals?” The deer was shaking so hard it
almost could not speak, but managed to say, “Oh great tiger, you are by far the
mightiest animal in the jungle”.

The tiger walked proudly to an elephant that was quietly eating some weeds and roared at the top of his voice, “Who is the mightiest of all the animals in the jungle?” 10

Then this elephant grabbed the tiger with his trunk, pick him up, slammed him down, pick him up again and shook him until the tiger was just a blur of orange and black. Finally, the elephant threw him violently into a near tree. The tiger staggered to his feet and looked at the elephant and said, “Man, just because you don’t know the answer, you don’t have to get so angry!”

17. “...picked him up again and shook ...” (paragraph 3)
The underlined word refers to the
a. elephant
b. tiger
c. monkey
d. deer
18. What can we learn from the text?
a. We may not get easily angry to ourselves.
b. We may not be dishonest of ourselves.
c. We may not be silly of ourselves.
d. We may not be boastful.
19. From the story above we know that
a. A tiger was the greatest and strongest animal
b. All of the animals were afraid of the tiger
c. The elephant was stronger than the tiger
d. The tiger was afraid to the elephant

Text 7

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. 1

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she want inside and fell asleep. 5

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs Doc, one of the dwarfs asked, “What is your name?” Snow White answered “My name is Snow White.”The dwarf said, “if you wish, you may live 10

here with us” Snow White said, “Oh, could I? Thank you.” Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after. 15

- 20. What does the text tell us about?
 - a. Money
 - b. Aunt and Uncle
 - c. Cinderella
 - d. Snow White and Seven Dwarfs
- 21. The third paragraph describes in detail ...
 - a. where Snow White’s aunt and uncle had breakfast
 - b. how Snow White went into the cottage
 - c. what Snow White did after hearing her uncle’s plan
 - d. with whom Snow White ran away into the woods
- 22. What is the type used by the writer?
 - a. Report
 - b. Narrative
 - c. Descriptive
 - d. Explanation

Text 8

Last New Year’s Eve, my family joined some other families on a fishing trip at Greenwich harbor to welcome the New Year. We went fishing so we could stay up late. 1

On our way to the harbor, we bought some beef mince at the butcher’s. We used the mince as bait. My parents’ friends brought the fishing rods for us to use. When we got to the harbor, some families were already there. We were a bit late because we tried to find our way to the harbor and got a bit lost. We started a fishing competition. We agreed that whoever got the most fish would keep all the fish caught mostly small yellowtail fish. After fishing for nearly three hours, my mom got the most fish. All the participants gave all their fish to us. We came home with a bucketful of fish. It was not bad at all. 5 10

The next morning we enjoyed some fresh fried yellowtail fish with steamed rice for breakfast. That was very special because we had never had fried yellowtail fish for breakfast before.

- 23. The text is a ...
 - a. descriptive
 - b. procedure
 - c. narrative
 - d. recount
- 24. Who joined a fishing trip at Greenwich harbor?
 - a. The writer and other families
 - b. The other families

- c. The writer and his family
 - d. The writer and my family
25. We came home with a bucketful of fish. (Line 10)
What is the synonym of the underlined word?
- a. Arrived
 - b. Left
 - c. Went
 - d. Gone
26. ... we bought some beef mince at the butcher's (Paragraph 2). The word "we" refers to ...
- a. he writer's family
 - b. the writer and other families
 - c. the other family
 - d. the butcher's

Text 9

On Saturday night, we went to the Town Hall. It was the last day of the year and a 1
large crowd of people had gathered under the Town Hall clock. It would strike twelve
in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock
stopped. The big minute hand did not move. We waited and waited, but nothing
happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has 5
stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year.
At that moment, everybody began to laugh and sing.

27. Based on the text, where was the writer?
- a. At the center of the town
 - b. At home
 - c. At the beach
 - d. At the market
28. When did the event happen?
- a. In the middle of the year
 - b. The end of the year
 - c. Christmas celebration
 - d. At the weekend as usual
29. What probably happened when someone shouted that the clock stopped?
- a. Celebrated the New Year
 - b. Sings and laugh
 - c. Looked for a watch.
 - d. Everybody shouted too.
30. "The big clock refused to welcome the New Year"
What is the synonym of the underlined word?
- a. Reject
 - b. Accept
 - c. Admit
 - d. Hate

ANSWER KEY

1. B
2. D
3. A
4. C
5. B
6. B
7. A
8. C
9. D
10. C
11. C
12. A
13. C
14. B
15. A
16. D
17. B
18. D
19. C
20. D
21. B
22. B
23. D
24. A
25. A
26. B
27. A
28. B
29. C
30. A

READING COMPREHENSION ANSWER SHEET

Nama : _____

Kelas : VIII___ No. Absen: _____

Petunjuk: Isilah dengan tanda (X) jawaban yang menurut anda benar.

- | | | | | | | | |
|-------|---|---|---|-------|---|---|---|
| 1. A | B | C | D | 16. A | B | C | D |
| 2. A | B | C | D | 17. A | B | C | D |
| 3. A | B | C | D | 18. A | B | C | D |
| 4. A | B | C | D | 19. A | B | C | D |
| 5. A | B | C | D | 20. A | B | C | D |
| 6. A | B | C | D | 21. A | B | C | D |
| 7. A | B | C | D | 22. A | B | C | D |
| 8. A | B | C | D | 23. A | B | C | D |
| 9. A | B | C | D | 24. A | B | C | D |
| 10. A | B | C | D | 25. A | B | C | D |
| 11. A | B | C | D | 26. A | B | C | D |
| 12. A | B | C | D | 27. A | B | C | D |
| 13. A | B | C | D | 28. A | B | C | D |
| 14. A | B | C | D | 29. A | B | C | D |
| 15. A | B | C | D | 30. A | B | C | D |

APPENDIX B

VALIDITY AND

RELIABILITY OF THE

INSTRUMENTS

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	A	A	A	C	A	A	B	A	D	C	A	C	D	C	C	A	B	C	D	B	C	A	A	C	C
2	C	A	D	D	B	B	B	C	D	B	A	C	C	A	B	A	A	C	D	A	D	B	A	D	D
3	B	D	A	A	B	B	B	C	C	D	C	C	A	D	C	C	A	D	C	A	B	D	B	D	B
4	A	C	D	A	B	B	C	B	C	C	C	C	D	D	A	A	D	B	B	A	A	C	A	C	A
5	C	D	C	B	A	A	C	B	C	A	D	D	B	A	D	B	A	D	B	A	D	A	B	C	B
6	D	B	D	D	B	B	C	D	B	D	C	C	C	B	D	A	A	B	C	C	A	C	A	A	B
7	B	A	D	C	A	D	D	A	B	A	B	A	C	C	A	A	D	C	B	A	A	B	C	A	B
8	B	D	D	B	B	A	B	D	C	D	C	C	D	C	B	A	C	A	B	A	B	D	C	C	B
9	C	D	A	C	B	A	D	A	D	D	D	C	A	C	B	B	A	D	B	C	B	D	C	D	C
10	C	C	D	C	C	C	C	B	A	B	A	A	B	D	A	A	A	D	B	D	A	C	C	C	A
11	D	D	A	A	B	B	B	A	C	C	B	B	A	D	A	D	C	B	C	A	C	D	D	D	B
12	B	D	C	A	B	D	B	A	D	D	C	C	B	C	B	A	B	C	C	A	D	D	C	B	B
13	B	D	C	A	A	D	D	C	A	A	A	A	A	C	B	C	C	A	B	A	B	B	D	B	C
14	B	A	C	D	A	A	B	A	B	C	D	C	D	B	A	A	B	C	B	C	D	C	B	A	B
15	C	C	B	C	A	A	B	C	B	D	A	B	D	D	D	D	B	B	B	D	B	D	C	D	D
16	D	D	D	D	B	D	D	B	C	D	C	D	A	D	D	D	D	A	C	D	D	B	D	A	D
17	B	A	A	D	D	B	B	D	D	C	C	A	A	C	B	A	C	C	B	D	B	D	D	C	B
18	A	D	A	C	B	C	A	D	A	B	A	B	A	C	B	D	D	C	D	D	B	C	A	B	A
19	B	D	B	A	A	C	C	C	D	D	C	B	C	D	B	A	B	B	A	D	D	A	B	C	B
20	B	B	B	C	B	B	D	A	C	A	B	D	C	D	D	D	D	B	A	C	B	B	D	D	D
21	D	A	A	C	B	B	B	B	C	D	C	C	A	C	D	C	C	A	A	C	B	C	C	D	A
22	B	A	A	C	B	C	D	D	C	D	C	D	B	C	B	A	A	D	B	B	B	D	C	D	B
23	D	C	B	A	C	C	D	C	D	D	C	C	C	C	C	D	B	B	D	D	A	D	A	B	B
24	A	D	D	D	A	D	B	D	A	B	D	A	D	C	A	D	A	B	B	A	B	D	B	A	D
25	C	D	A	C	B	B	B	C	C	D	C	C	A	C	C	A	A	C	B	D	B	C	A	D	B
26	B	D	D	A	B	A	A	C	D	A	C	B	C	A	D	A	B	D	B	A	D	A	A	D	B
27	B	A	C	C	B	D	A	A	C	D	A	C	B	C	B	A	A	D	A	C	B	D	C	B	B
28	B	D	A	C	B	A	B	A	B	B	C	C	A	C	B	C	A	D	A	A	A	D	B	B	B
29	B	D	A	C	C	C	A	A	C	D	C	C	B	C	D	A	A	D	B	C	B	A	A	D	B
30	B	D	A	C	D	D	B	A	D	D	C	C	A	D	B	D	A	C	A	A	B	D	C	D	D
31	B	D	C	D	A	C	A	D	C	A	C	C	A	C	A	B	A	C	B	A	A	D	A	B	C
32	C	C	A	D	A	D	A	B	B	D	D	A	B	B	B	C	C	D	C	A	B	A	C	A	A

26	27	28	29	30	31	32	33	34	35
A	B	D	A	D	A	C	B	D	D
D	B	B	C	B	D	C	C	C	D
B	B	D	B	A	B	A	A	C	A
D	A	D	A	B	C	B	C	B	C
D	C	D	A	B	B	A	A	B	D
B	A	A	A	B	A	B	C	C	A
D	B	A	D	B	C	B	B	D	D
C	B	C	D	A	B	D	C	C	A
A	B	D	A	C	B	A	B	C	A
B	B	D	A	A	B	B	C	A	C
C	B	A	A	A	A	B	B	C	A
D	B	D	D	A	C	B	D	C	A
B	D	B	D	B	D	B	A	C	A
D	D	B	C	C	D	D	C	C	A
A	B	B	D	C	D	C	D	A	A
B	B	A	C	B	B	A	D	C	C
D	B	A	B	D	B	B	B	A	C
D	D	A	D	C	B	B	C	A	B
C	A	C	B	B	B	B	C	C	A
A	B	A	C	B	D	C	B	D	B
B	B	B	A	A	B	D	B	C	D
D	A	B	A	A	B	D	B	C	A
D	A	A	A	C	A	B	B	C	A
D	B	C	D	C	B	A	C	B	A
D	B	D	A	D	B	A	B	C	A
B	D	C	C	B	B	D	A	A	B
D	B	D	A	A	B	A	B	C	A
D	B	D	A	A	A	A	B	C	D
B	B	D	A	A	B	A	A	C	A
C	B	D	A	C	B	D	B	C	A
B	D	C	C	A	C	D	D	B	D
A	A	A	B	A	A	A	C	C	D

ID File
 Title
 Number Of Item 35
 Number Of Case 32

Item	Mean Correct	Item Difficulty	Point Biserial	Decision *
1	17.81	0.50	0.31	valid
2	17.65	0.53	0.30	valid
3	20.15	0.41	0.56	valid
4	18.64	0.44	0.39	valid
5	18.18	0.53	0.39	valid
6	16.78	0.28	0.09	not valid
7	18.21	0.44	0.33	valid
8	18.82	0.34	0.34	valid
9	18.69	0.41	0.37	valid
10	18.88	0.50	0.48	valid
11	18.06	0.53	0.37	valid
12	18.71	0.53	0.48	valid
13	18.58	0.38	0.34	valid
14	18.35	0.53	0.42	valid
15	18.23	0.41	0.31	valid
16	16.38	0.50	0.08	not valid
17	19.50	0.44	0.51	valid
18	19.50	0.31	0.39	valid
19	15.81	0.50	0.00	not valid
20	15.87	0.47	0.00	not valid
21	18.69	0.50	0.45	valid
22	19.57	0.44	0.52	valid
23	18.73	0.34	0.33	valid
24	19.33	0.38	0.43	valid
25	18.12	0.53	0.38	valid
26	16.57	0.44	0.10	not valid
27	18.20	0.63	0.48	valid
28	20.25	0.38	0.54	valid
29	18.80	0.47	0.44	valid
30	20.00	0.38	0.51	valid
31	18.41	0.53	0.43	valid
32	19.80	0.31	0.42	valid
33	19.31	0.41	0.45	valid
34	18.35	0.63	0.51	valid
35	18.41	0.53	0.43	Valid

Reliability KR - 20 : 0.8130

* Valid : More than 0.3

APPENDIX C

LESSON PLANS

LESSON PLANS OF CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 Gamping
 Kelas/Semester : VIII (Delapan) / 2
 Jenis teks : Naratif
 Tema : *Will you tell me a story?*
 Aspek/Skill : Membaca
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)
 Pertemuan : 1

A. Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : 11.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

C. Indikator

1. Mengidentifikasi langkah retorika teks naratif
2. Memahami langkah retorika teks naratif
3. Mengidentifikasi ciri kebahasaan teks naratif
4. Menemukan informasi dari teks naratif
5. Memahami pesan dalam teks naratif

D. Tujuan Pembelajaran

Pada akhir pembelajaran

1. Siswa dapat mengidentifikasi langkah retorika teks naratif
2. Siswa dapat memahami langkah retorika teks naratif
3. Siswa dapat mengidentifikasi ciri kebahasaan teks naratif
4. Siswa dapat menemukan informasi dari teks naratif
5. Siswa dapat memahami pesan dalam teks naratif

E. Materi Pembelajaran

Terlampir

F. Metode Pembelajaran: *three-phase technique*

G. Kegiatan Pembelajaran

a. Pendahuluan

1. Guru membuka pelajaran dengan mengucapkan salam.
2. Guru menanyakan kabar siswa.
3. Guru mengecek kehadiran siswa.
4. Apersepsi : Menjawab berbagai pertanyaan yang berhubungan dengan tema bacaan.

b. Inti

1. Guru memberikan sebuah cerita teks naratif yang berjudul *The Vain Little Mouse*.
2. Siswa Membaca text *The Vain Little Mouse*.
3. Guru bersama siswa mencari kata-kata sulit yang terdapat dalam teks *The Vain Little Mouse* dan mengartikanya.
4. Guru menjelaskan tentang naratif teks.
5. Guru menjelaskan langkah-langkah retorika yang terdapat pada teks naratif *The Vain Little Mouse*.
6. Guru menjelaskan tentang materi naratif teks
7. Guru membahas tentang isi dan topik teks naratif.
8. Siswa mengerjakan latihan soal.

c. Penutup

1. Guru bersama siswa menyimpulkan materi yang dipelajari
2. Guru melakukan refleksi terhadap kegiatan pembelajaran
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
4. Guru menutup pelajaran dan menyampaikan judul materi pada pertemuan berikutnya

H. Sumber Belajar

LKS Pioneer, English for Grade VIII Students (halaman 40-41)

I. Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
– Mengidentifikasi berbagai makna teks narrative	Tes tulis	Essay	Answer the following question based on the text

Pedoman penilaian:

1. Untuk tiap nomor, tiap jawaban benar skor 10
2. Jumlah skor maksimal $\times 10 = 100$
3. Nilai maksimal = 100

Mengetahui;
Guru Pembimbing,

Sri Mulyani, S.Pd.
NIP. 19700305 199802 2 001

Yogyakarta, 4 Maret 2013

Mahasiswa,

Wiwit Astikaningrum
NIM. 06202244150

TEXT**The Vain Little Mouse**

Little Mouse lived in a beautiful little house. One day when she was sweeping the floor, she found a coin.

She said, "With this coin, I'm going to buy a nice red bow for my hair. I'll look beautiful!"

She was a really beautiful with the red bow in her hair. She sat next to the window so that everybody could see her.

"Little Mouse, you do look pretty," said the donkey. "Will you marry me?"

And she asked "What will you do at night?"

"I'll bray like this", said the donkey. And he brayed.

"Oh no, I'll get frightened," said the mouse.

Then the dog asked her, "Little Mouse, you do look beautiful. Why don't you marry me?"

"What will you do at night?" asked the mouse.

"I'll bark like this", said the dog. And he barked.

"Oh no, I'll get frightened," said the mouse.

Finally, the cat asked her, "Beautiful little mouse, will you marry me?"

"What will you do at night?" asked the mouse.

"I'll sing like this," said the cat. And he sang a beautiful song.

"Yes, I'll marry you," said the mouse.

So they got married, but on their wedding night, guess what! The cat did not sing his beautiful song. He ate the vain little mouse.

MATERIAL

The text *The Vain Little Mouse* is a narrative text. Narrative text focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and educate the reader. Narrative text has three parts:

- Orientation
It sets the scene and introduces the participants and characters.
- Complication
It is a series of complications or crisis points which arise in the story.
- Resolution
The crisis is resolved, for better or for worse.

TASK

Answer the following questions based on the text *The Vain Little Mouse*

1. Who are the characters?
2. Where did the mouse live?
3. When was she sweeping the floor?
4. What did she find?
5. What was she going to buy?
6. Who asked her to marry?
7. What would the donkey do at night?
8. What would the dog do at night?
9. Did the cat sing a beautiful song?
10. What did the cat do on their wedding night?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 Gamping
 Kelas/Semester : VIII (Delapan) / 2
 Jenis teks : Naratif
 Tema : *Celebration around the world*
 Aspek/Skill : Membaca
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)
 Pertemuan : 2

A. Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : 11.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

C. Indikator

1. Mengidentifikasi langkah retorika teks naratif
2. Memahami langkah retorika teks naratif
3. Mengidentifikasi ciri kebahasaan teks naratif
4. Menemukan informasi dari teks naratif
5. Memahami pesan dalam teks naratif

D. Tujuan Pembelajaran

Pada akhir pembelajaran

1. Siswa dapat mengidentifikasi langkah retorika teks naratif
2. Siswa dapat memahami langkah retorika teks naratif
3. Siswa dapat mengidentifikasi ciri kebahasaan teks naratif
4. Siswa dapat menemukan informasi dari teks naratif
5. Siswa dapat memahami pesan dalam teks naratif

E. Materi Pembelajaran

Terlampir

F. Metode Pembelajaran: *three-phase technique*

G. Kegiatan Pembelajaran

a. Pendahuluan

1. Guru membuka pelajaran dengan mengucapkan salam.
2. Guru menanyakan kabar siswa.
3. Guru mengecek kehadiran siswa.
4. Apersepsi : Menjawab berbagai pertanyaan yang berhubungan dengan tema bacaan, misal:

What do you know about Rara Anteng and Jaka Seger?

How do you know about that?

b. Inti

1. Guru memberikan contoh teks bacaan naratif berjudul *Rara Anteng and Jaka seger*.
2. Siswa Membaca text *Rara Anteng and Jaka Seger*.
3. Guru bersama siswa mencari kata-kata sulit yang terdapat dalam teks *Rara Anteng and Jaka seger*
4. Siswa mencari arti dari kata-kata sulit yang terdapat dalam text *Rara Anteng and Jaka Seger*
5. Guru menjelaskan tentang isi cerita teks *Rara Anteng and Jaka seger*.
6. Mendiskusikan langkah-langkah retorika yang terdapat pada teks naratif *Rara Anteng and Jaka Seger*.
7. Guru membahas tentang isi dan topik teks naratif.
8. Siswa mengerjakan soa-soal latihan.

c. Penutup

1. Guru bersama siswa menyimpulkan materi yang dipelajari
2. Guru melakukan refleksi terhadap kegiatan pembelajaran
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
4. Guru menutup pelajaran dan menyampaikan judul materi pada pertemuan berikutnya

H. Sumber Belajar

Scaffolding, English for Grade VIII Students (halaman 131-134, 136-138)

I. Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
– Mengidentifikasi berbagai makna teks narrative	Tes tulis	Essay	Answer the following question based on the text

Pedoman penilaian:

1. Untuk tiap nomor, tiap jawaban benar skor 10
2. Jumlah skor maksimal $\times 10 = 100$
3. Nilai maksimal = 100

Yogyakarta, 4 Maret 2013

Mengetahui;
Guru Pembimbing,

Mahasiswa,

Sri Mulyani, S.Pd.
NIP. 19700305 199802 2 001

Wiwit Astikaningrum
NIM. 06202244150

TEXT

Roro Anteng and Jaka Seger

Once upon a time, there was a king named King Brawijaya. He ruled Majapahit kingdom. He has a daughter named Roro Anteng. Roro Anteng fell in love with Jaka Seger. He was a man from the Brahmin Caste. King Brawijaya did not agree with their relationship.

Roro Anteng and Jaka Seger left Majapahit. They moved to a place near Mount Bromo. They ruled the region together. The people were prosperous under their leadership. However, they were unhappy because they had no children. Desperate, they decided to climb to the top of Mount Bromo. They pray for help to the god of Mount Bromo. He granted their wish. However, the youngest child must be sacrificed in the crater of the volcano.

After giving birth to 25 children, Roro Anteng and Jaka Seger have to sacrifice their last child, Kesuma. If they broke their promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma's voice. He told everyone not to forget to perform annual.

Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice. The word "Tengger" is derived from the last syllables of Roro *Anteng* and Jaka *Seger*. They present worship offerings of rice, fruits, vegetables, livestock, and other local products.

MATERIAL

The text Rara Anteng and Jaka Seger is a narrative text. Narrative text focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and educate the reader. Narrative text has three parts:

- Orientation

It sets the scene and introduces the participants and characters.

- Complication

It is a series of complications or crisis points which arise in the story.

- Resolution

The crisis is resolved, for better or for worse.

TASK

Answer the following questions based on the text Rara Anteng and Jaka Seger.

1. How many children did Roro Anteng and Jaka Seger have?
2. What would happen if Roro Anteng and Jaka Seger broke their promise to sacrifice their last child?
3. Who was Kesuma?
4. What is the name 'Tengger' derived from?
5. What do the Tenggeresse do at Kasada ceremony?

What do the following words refer to?

1. He (paragraph 1, sentence 2) refers to King Brawijaya.
2. They (paragraph 2, sentence 2) refer to
3. He (paragraph 2, sentence 8) refers to
4. He (paragraph 3, sentence 4) refers to....
5. They (paragraph 4, sentence 3) refer to

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 Gamping
 Kelas/Semester : VIII (Delapan) / 2
 Jenis teks : Naratif
 Tema : *Once upon a time*
 Aspek/Skill : Membaca
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)
 Pertemuan : 3

A. Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator:

1. Mengidentifikasi tujuan komunikatif teks naratif
2. Mengidentifikasi langkah retorika teks naratif
3. Mengidentifikasi ciri kebahasaan teks naratif
4. Memahami informasi dari teks naratif
5. Memahami makna dalam wacana monolog berbentuk naratif

D. Tujuan Pembelajaran

Pada akhir pembelajaran

1. Siswa dapat mengidentifikasi tujuan komunikatif teks naratif
2. Siswa dapat mengidentifikasi langkah retorika teks naratif
3. Siswa dapat mengidentifikasi ciri kebahasaan teks naratif
4. Siswa dapat memahami informasi dari teks naratif
5. Siswa dapat memahami makna dalam wacana monolog berbentuk naratif

E. Materi Pembelajaran

Terlampir.

F. Metode Pembelajaran: *three-phase technique*

G. Kegiatan Pembelajaran

a. Pendahuluan

1. Guru membuka pelajaran dengan mengucapkan salam.
2. Guru menanyakan kabar siswa.
3. Guru mengecek kehadiran siswa.
4. Apersepsi

b. Inti

1. Guru menjelaskan tentang materi teks naratif
2. Guru memberikan contoh teks bacaan naratif untuk latihan
3. Membaca text *Snow White*.
4. Mencari kata-kata sulit yang terdapat dalam text *Snow White*.
5. Mencari arti dari kata-kata sulit yang terdapat dalam text *Snow White*.
6. Siswa menjawab pertanyaan tentang isi teks.

c. Penutup

1. Guru dan siswa menyimpulkan materi yang dipelajari
2. Guru melakukan refleksi terhadap kegiatan pembelajaran
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
4. Menyampaikan rencana pembelajaran pada pertemuan-pertemuan berikutnya.

H. Sumber Belajar

Contextual Teaching and Learning (halaman 86-89)

I. Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
– Mengidentifikasi berbagai makna teks narrative – Mengidentifikasi tujuan komunikatif teks narrative	Tes tulis Tes tulis	Essay	Answer the following question based on the text

Pedoman penilaian: Betul skor 2

$$\text{Nilai} = 15 \times 2 = 30:3 = 10$$

Mengetahui;
Guru Pembimbing,

Sri Mulyani, S.Pd.
NIP. 19700305 199802 2 001

Yogyakarta, 4Maret 2013

Mahasiswa,

Wiwit Astikaningrum
NIM. 06202244150

TEXT

Snow White

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die. Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after. (Free adaptation from Grimms' fairy tale)

MATERIAL

Narrative text focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and educate the reader. Narrative text has three parts:

- Orientation

It sets the scene and introduces the participants and characters.

- Complication

It is a series of complications or crisis points which arise in the story.

- Resolution

The crisis is resolved, for better or for worse.

TASK

Activity 1

According to the story, say whether each statement below is true or false.

1. Snow White was a beautiful queen.
2. Her own mother was jealous of her beauty.
3. Snow White ran away from her palace.
4. She lived with Prince Charming in a forest.
5. Snow White was poisoned by her stepmother.
6. Her stepmother was evil.

7. The dwarfs helped Prince Charming revive Snow White.
8. Snow White and Prince Charming had a happy life after that.

Activity 2

Answer these questions.

1. What is the story about?
2. When and where did the story happen?
3. What problems did Snow White have?
4. What happened to her then?
5. Who came to help her?
6. What did he do to Snow White?
7. How did they live after that?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 Gamping
 Kelas/Semester : VIII (Delapan) / 2
 Jenis teks : *Recount*
 Tema : *Life Performances*
 Aspek/Skill : Membaca
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)
 Pertemuan : 4

A. Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : 11.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

C. Indikator

1. Mengidentifikasi langkah retorika teks *recount*
2. Memahami langkah retorika teks *recount*
3. Mengidentifikasi ciri kebahasaan teks *recount*
4. Menemukan informasi dari teks *recount*
5. Memahami pesan dalam teks *recount*

D. Tujuan Pembelajaran

Pada akhir pembelajaran

1. Siswa dapat mengidentifikasi langkah retorika teks *recount*
2. Siswa dapat memahami langkah retorika teks *recount*
3. Siswa dapat mengidentifikasi ciri kebahasaan teks *recount*
4. Siswa dapat menemukan informasi dari teks *recount*
5. Siswa dapat memahami pesan dalam teks *recount*

E. Materi Pembelajaran

Terlampir

F. Metode Pembelajaran: *three-phase technique*

G. Kegiatan Pembelajaran

a. Pendahuluan

1. Guru membuka pelajaran dengan mengucapkan salam.
2. Guru menanyakan kabar siswa.
3. Guru mengecek kehadiran siswa.
4. Apersepsi: Menjawab berbagai pertanyaan yang berhubungan dengan tema bacaan.

b. Inti

1. Guru memberikan contoh teks bacaan *recount*.
2. Siswa membaca contoh text *recount*.
3. Siswa mencari kata-kata sulit yang terdapat dalam text.
4. Guru bersama siswa mencari arti dari kata-kata sulit yang terdapat dalam text
5. Guru menjelaskan materi tentang *recount text*.
6. Guru menjelaskan langkah-langkah retorika yang terdapat pada teks *recount*
7. Guru bersama siswa membahas tentang isi dan topik teks *recount*.
8. Guru memberikan soal untuk latihan.

c. Penutup

1. Guru bersama siswa menyimpulkan materi yang dipelajari
2. Guru melakukan refleksi terhadap kegiatan pembelajaran
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
4. Guru menutup pelajaran dan menyampaikan judul materi pada pertemuan berikutnya

H. Sumber Belajar

Scaffolding, English for Grade VIII Students (halaman 112-115)

I. Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
– Mengidentifikasi berbagai makna teks narrative	Tes tulis	Essay	Answer the following question based on the text

Pedoman penilaian:

1. Untuk tiap nomor, tiap jawaban benar skor 20
2. Jumlah skor maksimal $\times 5 = 100$
3. Nilai maksimal = 100

Mengetahui;
Guru Pembimbing,

Sri Mulyani, S.Pd.
NIP. 19700305 199802 2 001

Yogyakarta, 4 Maret 2013

Mahasiswa,

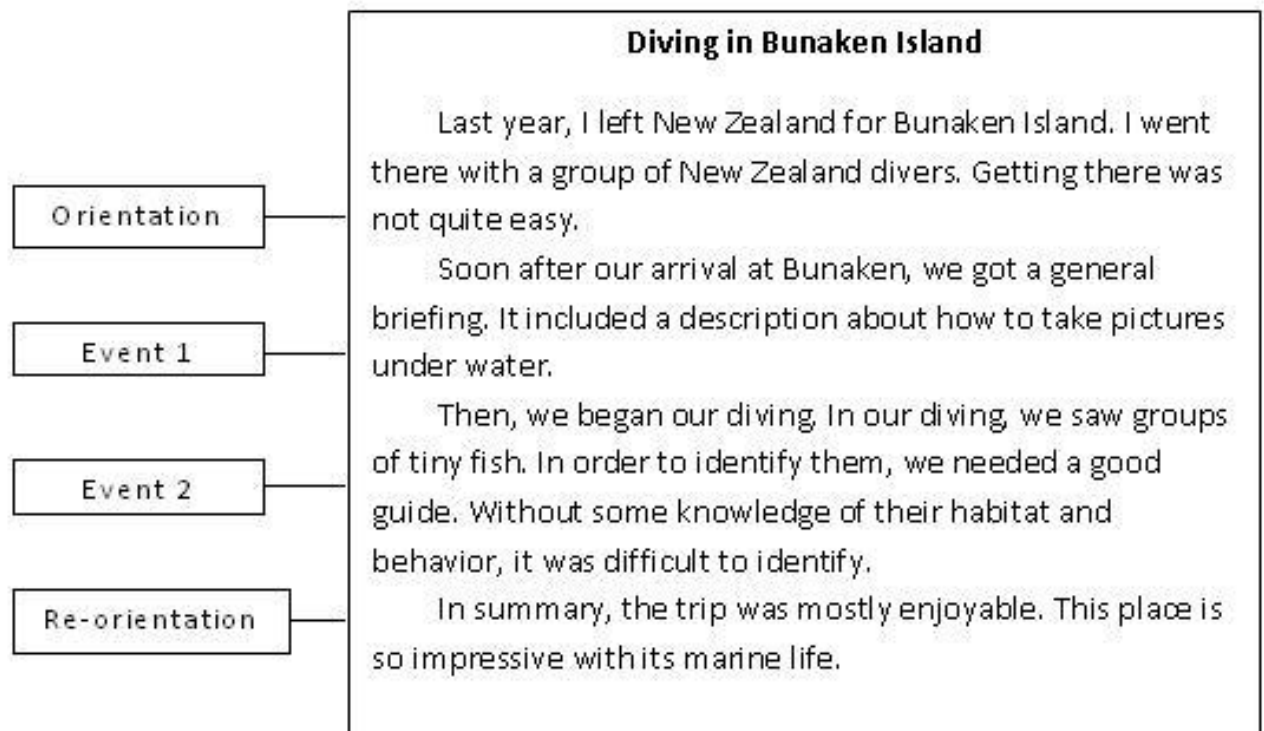
Wiwit Astikaningrum
NIM. 06202244150

MATERIAL

Recount text is a text which tells “what happened”. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling, usually made by the writer about the events.

The text recount is organized to include:

- An orientation providing background information needed to understand the text
- A record of events
- Personal comments and/or evaluative remarks



TEXT

Wednesday, 29 August 2007

I was chosen by my teacher to join the Traditional Dance Festival. It was the first and biggest festival for me. At first, I did not feel confident. However, my teacher told me that I could do it. After that, I practiced dancing diligently.

Today, my parents took me to the festival. They did not want to miss it. Then, the time came for me to go on the stage. When performing, I was not as nervous as I thought. Finally, I did it. The result was better than I expected. I won and I was given the chance to go to Japan the following month. I was very happy.

TASK

1. When did Putri join the Traditional Dance Festival?
2. Why did Putri join the Traditional Dance Festival?
3. What did Putri do before she joined the Festival?
4. When will Putri go to Japan?
5. What is the synonym of the word “confident” in the first paragraph?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 Gamping
 Kelas/Semester : VIII (Delapan) / 2
 Jenis teks : *Recount*
 Tema : *Life Performances*
 Aspek/Skill : Membaca
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)
 Pertemuan : 5

A. Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : 11.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

C. Indikator

1. Mengidentifikasi langkah retorika teks *recount*
2. Memahami langkah retorika teks *recount*
3. Mengidentifikasi ciri kebahasaan teks *recount*
4. Menemukan informasi dari teks *recount*
5. Memahami pesan dalam teks *recount*

D. Tujuan Pembelajaran

Pada akhir pembelajaran

1. Siswa dapat mengidentifikasi langkah retorika teks *recount*
2. Siswa dapat memahami langkah retorika teks *recount*
3. Siswa dapat mengidentifikasi ciri kebahasaan teks *recount*
4. Siswa dapat menemukan informasi dari teks *recount*
5. Siswa dapat memahami pesan dalam teks *recount*

E. Materi Pembelajaran

Terlampir

F. Metode Pembelajaran: *three-phase technique*

G. Kegiatan Pembelajaran

a. Pendahuluan

1. Guru membuka pelajaran dengan mengucapkan salam.
2. Guru menanyakan kabar siswa.
3. Guru mengecek kehadiran siswa.
4. Apersepsi: Menjawab berbagai pertanyaan yang berhubungan dengan tema bacaan.

b. Inti

1. Guru memberikan contoh teks bacaan *recount*.
2. Siswa membaca contoh text *recount*.
3. Siswa mencari kata-kata sulit yang terdapat dalam text.
4. Guru bersama siswa mencari arti dari kata-kata sulit yang terdapat dalam text
5. Guru menjelaskan materi tentang *recount text*.
6. Guru menjelaskan langkah-langkah retorika yang terdapat pada teks *recount*
7. Guru bersama siswa membahas tentang isi dan topik teks *recount*.
8. Guru memberikan soal untuk latihan.

c. Penutup

1. Guru bersama siswa menyimpulkan materi yang dipelajari
2. Guru melakukan refleksi terhadap kegiatan pembelajaran
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
4. Guru menutup pelajaran dan menyampaikan judul materi pada pertemuan berikutnya

H. Sumber Belajar

Scaffolding, English for Grade VIII Students (halaman 112-115)

I. Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
– Mengidentifikasi berbagai makna teks narrative	Tes tulis	Essay	Answer the following question based on the text

Pedoman penilaian:

1. Untuk tiap nomor, tiap jawaban benar skor 20
2. Jumlah skor maksimal $\times 5 = 100$
3. Nilai maksimal = 100

Mengetahui;
Guru Pembimbing,

Sri Mulyani, S.Pd.
NIP. 19700305 199802 2 001

Yogyakarta, 4 Maret 2013

Mahasiswa,

Wiwit Astikaningrum
NIM. 06202244150

MATERIAL

Recount text is a text which tells “what happened”. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling, usually made by the writer about the events.

The text recount is organized to include:

- An orientation providing background information needed to understand the text
- A record of events
- Personal comments and/or evaluative remarks

TEXT I

Read the following text and then answer the questions.

Today was a really hot day. I went home from school at 1 p.m. after that, I came to the town square to watch a local singing contest. I went there alone. I never thought I would meet a friend.

I chose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I could not say word. That moment was just embarrassing.

Questions

1. What is the text about?
2. Where did the writer go after he went home from school?
3. What did the writer do after thinking that the boy was his/her classmate?
4. What did the writer do after he realized that the boy was not his classmate?
5. What does “it” (paragraph 2, sentence 2) refer to?

6. What does “he” (paragraph 3, sentence 2) refer to?

TEXT II

Read the following text and then answer the questions.

On Wednesday evening, we went to Town Hall. It was the last day of the year and large people gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, “It's two minutes past twelve! The clock stopped!” I looked at my watch. It was true. The big clock refused to welcome the New Year. At the moment, everybody began to laugh and sing.

Questions

1. Where did we go on New Year's Eve?
2. Were there many people or not?
3. In how many minutes would the Town Hall clock strike twelve?
4. At what time did it stop?
5. Did it refuse to welcome the New Year or not?
6. What did the crowd do then?
7. “It would strike twelve in twenty minute's time.” What does the underlined word refer to?
8. “I looked at my watch.” Who is meant by the word I in the sentence?
9. “Suddenly someone shouted, “It's two minutes past twelve!” The underlined word has the same meaning as...
10. “The big clock refused to welcome the New Year.” The antonym of the underlined word is ...

LESSON PLANS OF EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 Gamping
 Kelas/Semester : VIII (Delapan) / 2
 Jenis teks : Naratif
 Tema : *Will you tell me a story?*
 Aspek/Skill : Membaca
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)
 Pertemuan : 1

A. Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : 11.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

C. Indikator

1. Mengidentifikasi langkah retorika teks naratif
2. Memahami langkah retorika teks naratif
3. Mengidentifikasi ciri kebahasaan teks naratif
4. Menemukan informasi dari teks naratif
5. Memahami pesan dalam teks naratif

D. Tujuan Pembelajaran

Pada akhir pembelajaran

1. Siswa dapat mengidentifikasi langkah retorika teks naratif
2. Siswa dapat memahami langkah retorika teks naratif
3. Siswa dapat mengidentifikasi ciri kebahasaan teks naratif
4. Siswa dapat menemukan informasi dari teks naratif
5. Siswa dapat memahami pesan dalam teks naratif

E. Materi Pembelajaran

Terlampir

F. Metode Pembelajaran: *three-phase technique*

G. Kegiatan Pembelajaran

a. Pendahuluan

1. Guru membuka pelajaran dengan mengucapkan salam.
2. Guru menanyakan kabar siswa.
3. Guru mengecek kehadiran siswa.
4. Apersepsi : Menjawab berbagai pertanyaan yang berhubungan dengan tema bacaan.

b. Inti

1. Guru memberikan sebuah cerita teks naratif yang berjudul *The Vain Little Mouse*.
2. Siswa Membaca text *The Vain Little Mouse*.
3. Guru bersama siswa mencari kata-kata sulit yang terdapat dalam teks *The Vain Little Mouse* dan mengartikanya.
4. Guru menjelaskan tentang naratif teks menggunakan concept mapping.
5. Guru menjelaskan langkah-langkah retorika yang terdapat pada teks naratif *The Vain Little Mouse*.
6. Guru menjelaskan tentang materi naratif teks
7. Guru membahas tentang isi dan topik teks naratif.
8. Siswa mengerjakan latihan soal.

c. Penutup

1. Guru bersama siswa menyimpulkan materi yang dipelajari
2. Guru melakukan refleksi terhadap kegiatan pembelajaran
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
4. Guru menutup pelajaran dan menyampaikan judul materi pada pertemuan berikutnya

H. Sumber Belajar

LKS Pioneer, English for Grade VIII Students (halaman 40-41)

I. Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
– Mengidentifikasi	Tes tulis	Essay	Answer the following question based

berbagai makna teks narrative			on the text
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Pedoman penilaian:

1. Untuk tiap nomor, tiap jawaban benar skor 10
2. Jumlah skor maksimal $\times 10 = 100$
3. Nilai maksimal = 100

Mengetahui;
Guru Pembimbing,

Yogyakarta, 4 Maret 2013

Mahasiswa,

Sri Mulyani, S.Pd.
NIP. 19700305 199802 2 001

Wiwit Astikaningrum
NIM. 06202244150

TEXT**The Vain Little Mouse****Orientation**

Little Mouse lived in a beautiful little house. One day when she was sweeping the floor, she found a coin.

She said, "With this coin, I'm going to buy a nice red bow for my hair. I'll look beautiful!"

She was a really beautiful with the red bow in her hair. She sat next to the window so that everybody could see her.

"Little Mouse, you do look pretty," said the donkey. "Will you marry me?"

And she asked "What will you do at night?"

"I'll bray like this", said the donkey. And he brayed.

"Oh no, I'll get frightened," said the mouse.

Then the dog asked her, "Little Mouse, you do look beautiful. Why don't you marry me?"

"What will you do at night?" asked the mouse.

"I'll bark like this", said the dog. And he barked.

"Oh no, I'll get frightened," said the mouse.

Finally, the cat asked her, "Beautiful little mouse, will you marry me?"

"What will you do at night?" asked the mouse.

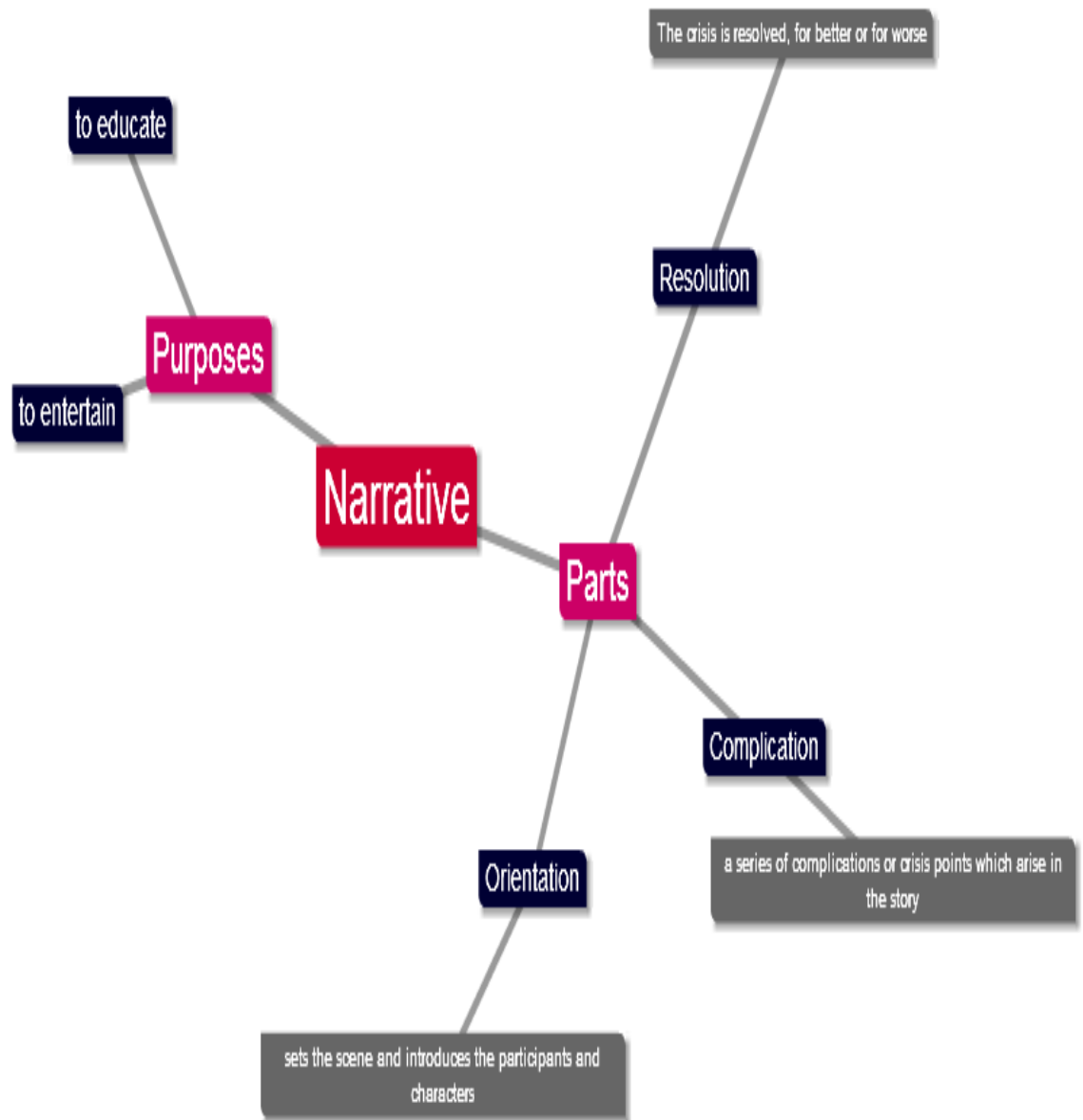
"I'll sing like this," said the cat. And he sang a beautiful song.

"Yes, I'll marry you," said the mouse.

So they got married, but on their wedding night, guess what! The cat did not sing his beautiful song. He ate the vain little mouse.

Complication**Resolution**

CONCEPT MAPPING 1. Narrative Text



MATERIAL

The text *The Vain Little Mouse* is a narrative text. Narrative text focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and educate the reader. Narrative text has three parts:

- Orientation
It sets the scene and introduces the participants and characters.
- Complication
It is a series of complications or crisis points which arise in the story.
- Resolution
The crisis is resolved, for better or for worse.

TASK

Answer the following questions based on the text *The Vain Little Mouse*

1. Who are the characters?
2. Where did the mouse live?
3. When was she sweeping the floor?
4. What did she find?
5. What was she going to buy?
6. Who asked her to marry?
7. What would the donkey do at night?
8. What would the dog do at night?
9. Did the cat sing a beautiful song?
10. What did the cat do on their wedding night?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 Gamping
 Kelas/Semester : VIII (Delapan) / 2
 Jenis teks : Naratif
 Tema : *Celebration around the world*
 Aspek/Skill : Membaca
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)
 Pertemuan : 2

A. Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : 11.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

C. Indikator

1. Mengidentifikasi langkah retorika teks naratif
2. Memahami langkah retorika teks naratif
3. Mengidentifikasi ciri kebahasaan teks naratif
4. Menemukan informasi dari teks naratif
5. Memahami pesan dalam teks naratif

D. Tujuan Pembelajaran

Pada akhir pembelajaran

1. Siswa dapat mengidentifikasi langkah retorika teks naratif
2. Siswa dapat memahami langkah retorika teks naratif
3. Siswa dapat mengidentifikasi ciri kebahasaan teks naratif
4. Siswa dapat menemukan informasi dari teks naratif
5. Siswa dapat memahami pesan dalam teks naratif

E. Materi Pembelajaran

Terlampir

F. Metode Pembelajaran: *three-phase technique*

G. Kegiatan Pembelajaran

a. Pendahuluan

1. Guru membuka pelajaran dengan mengucapkan salam.
2. Guru menanyakan kabar siswa.
3. Guru mengecek kehadiran siswa.
4. Apersepsi : Menjawab berbagai pertanyaan yang berhubungan dengan tema bacaan, misal:

What do you know about Rara Anteng and Jaka Seger?

How do you know about that?

b. Inti

1. Guru memberikan contoh teks bacaan naratif berjudul *Rara Anteng and Jaka seger*.
2. Siswa Membaca text *Rara Anteng and Jaka Seger*.
3. Guru bersama siswa mencari kata-kata sulit yang terdapat dalam teks *Rara Anteng and Jaka seger*
4. Siswa mencari arti dari kata-kata sulit yang terdapat dalam text *Rara Anteng and Jaka Seger*
5. Guru menjelaskan tentang isi cerita teks *Rara Anteng and Jaka seger* menggunakan *concept mapping*
6. Mendiskusikan langkah-langkah retorika yang terdapat pada teks naratif *Rara Anteng and Jaka Seger* dengan menggunakan *concept mapping*.
7. Guru membahas tentang isi dan topik teks naratif.
8. Siswa mengerjakan soa-soal latihan.

c. Penutup

1. Guru bersama siswa menyimpulkan materi yang dipelajari
2. Guru melakukan refleksi terhadap kegiatan pembelajaran
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran

4. Guru menutup pelajaran dan menyampaikan judul materi pada pertemuan berikutnya

H. Sumber Belajar

Scaffolding, English for Grade VIII Students (halaman 131-134, 136-138)

I. Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
– Mengidentifikasi berbagai makna teks narrative	Tes tulis	Essay	Answer the following question based on the text

Pedoman penilaian:

1. Untuk tiap nomor, tiap jawaban benar skor 10
2. Jumlah skor maksimal $\times 10 = 100$
3. Nilai maksimal = 100

Yogyakarta, 4 Maret 2013

Mengetahui;
Guru Pembimbing,

Mahasiswa,

Sri Mulyani, S.Pd.
NIP. 19700305 199802 2 001

Wiwit Astikaningrum
NIM. 06202244150

TEXT

Roro Anteng and Jaka Seger

Once upon a time, there was a king named King Brawijaya. He ruled Majapahit kingdom. He has a daughter named Roro Anteng. Roro Anteng fell in love with Jaka Seger. He was a man from the Brahmin Caste. King Brawijaya did not agree with their relationship.

Roro Anteng and Jaka Seger left Majapahit. They moved to a place near Mount Bromo. They ruled the region together. The people were prosperous under their leadership. However, they were unhappy because they had no children. Desperate, they decided to climb to the top of Mount Bromo. They pray for help to the god of Mount Bromo. He granted their wish. However, the youngest child must be sacrificed in the crater of the volcano.

After giving birth to 25 children, Roro Anteng and Jaka Seger have to sacrifice their last child, Kesuma. If they broke their promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma's voice. He told everyone not to forget to perform annual.

Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice. The word "Tengger" is derived from the last syllables of Roro *Anteng* and Jaka *Seger*. They present worship offerings of rice, fruits, vegetables, livestock, and other local products.

MATERIAL

The text Rara Anteng and Jaka Seger is a narrative text. Narrative text focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and educate the reader. Narrative text has three parts:

- Orientation

It sets the scene and introduces the participants and characters.

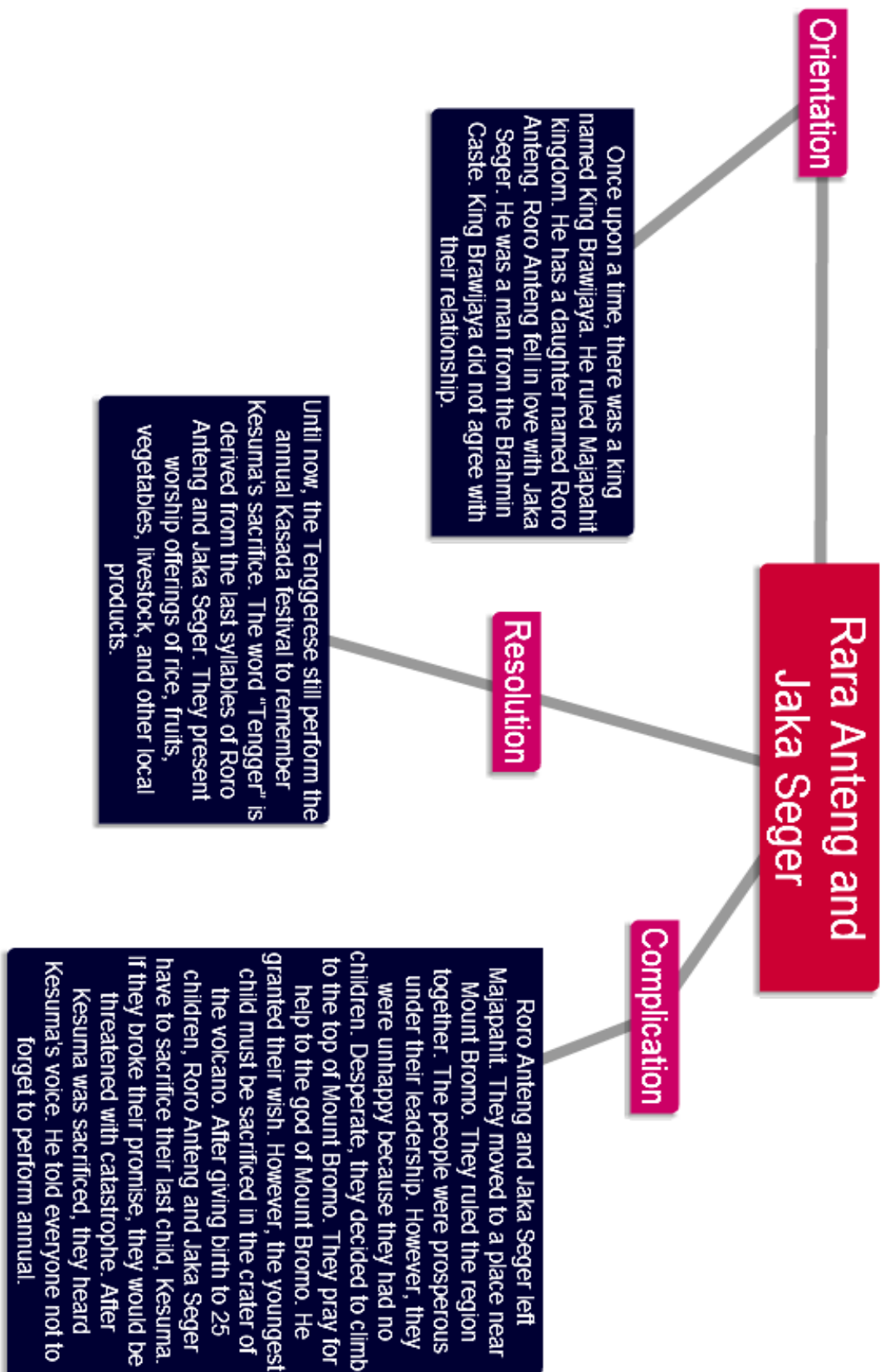
- Complication

It is a series of complications or crisis points which arise in the story.

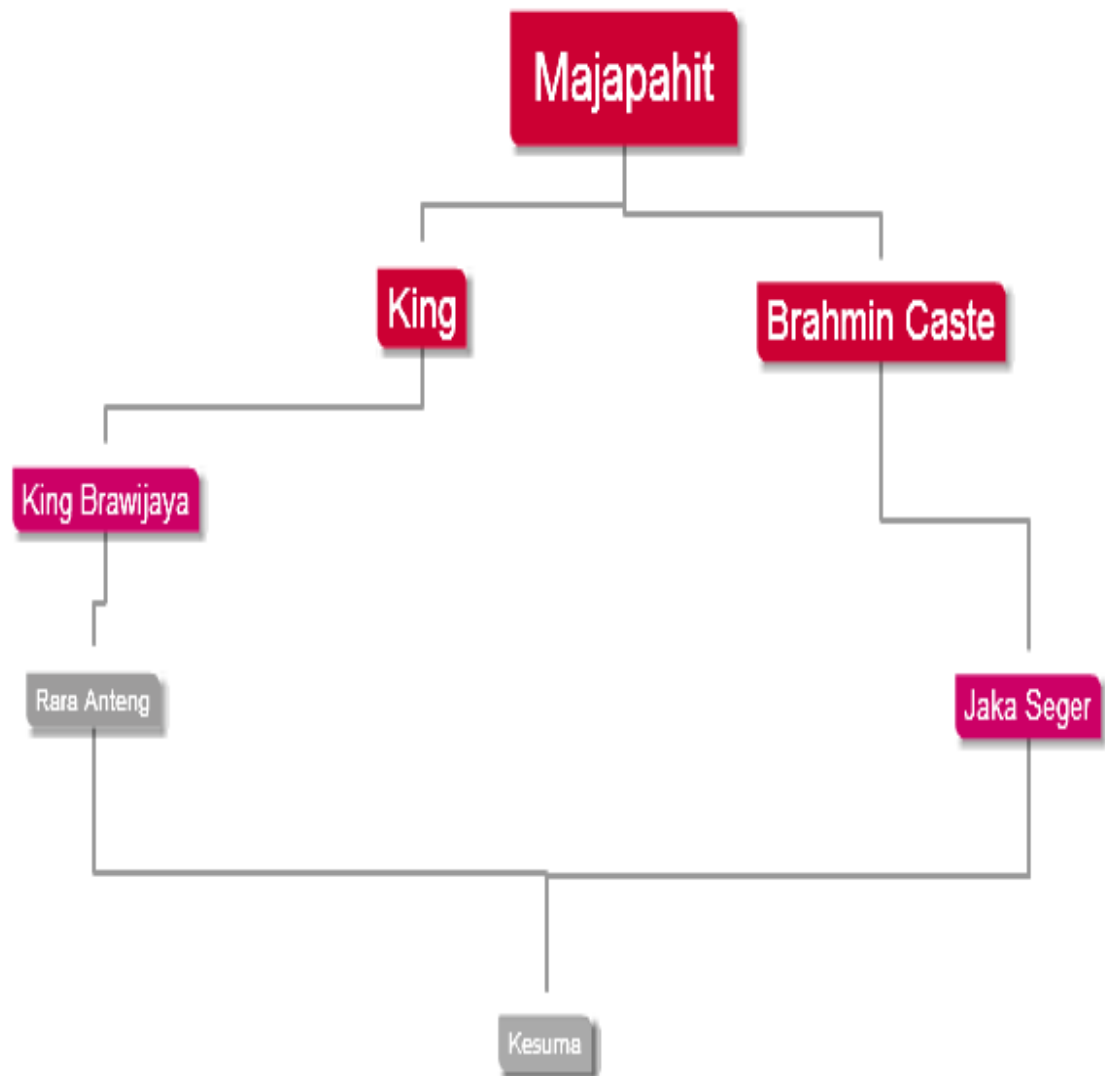
- Resolution

The crisis is resolved, for better or for worse.

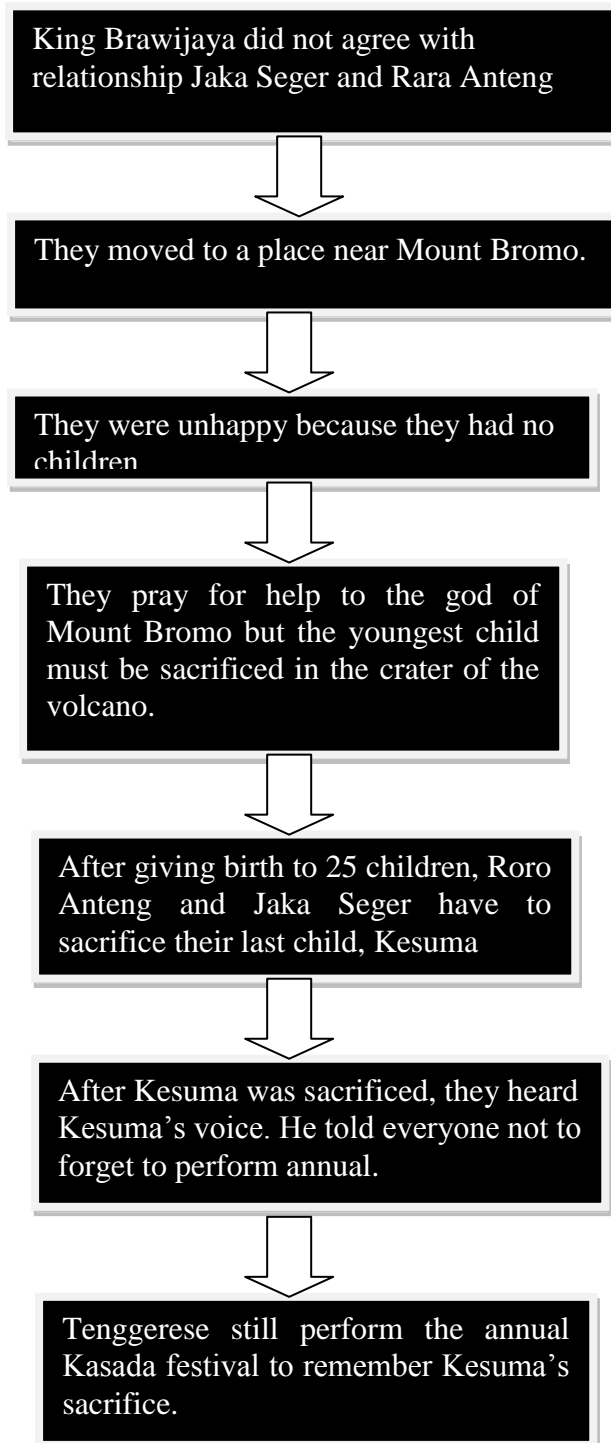
CONCEPT MAPPING 1. Parts of Narrative text



CONCEPT MAPPING 3. Character



CONCEPT MAPPING 4. Conflict



TASK

Answer the following questions based on the text Rara Anteng and Jaka Seger.

1. How many children did Roro Anteng and Jaka Seger have?
2. What would happen if Roro Anteng and Jaka Seger broke their promise to sacrifice their last child?
3. Who was Kesuma?
4. What is the name 'Tengger' derived from?
5. What do the Tenggeresse do at Kasada ceremony?

What do the following words refer to?

1. He (paragraph 1, sentence 2) refers to King Brawijaya.
2. They (paragraph 2, sentence 2) refer to
3. He (paragraph 2, sentence 8) refers to
4. He (paragraph 3, sentence 4) refers to....
5. They (paragraph 4, sentence 3) refer to

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 Gamping
 Kelas/Semester : VIII (Delapan) / 2
 Jenis teks : Naratif
 Tema : *Once upon a time*
 Aspek/Skill : Membaca
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)
 Pertemuan : 3

A. Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator:

1. Mengidentifikasi tujuan komunikatif teks naratif
2. Mengidentifikasi langkah retorika teks naratif
3. Mengidentifikasi ciri kebahasaan teks naratif
4. Memahami informasi dari teks naratif
5. Memahami makna dalam wacana monolog berbentuk naratif

D. Tujuan Pembelajaran

Pada akhir pembelajaran

1. Siswa dapat mengidentifikasi tujuan komunikatif teks naratif
2. Siswa dapat mengidentifikasi langkah retorika teks naratif
3. Siswa dapat mengidentifikasi ciri kebahasaan teks naratif
4. Siswa dapat memahami informasi dari teks naratif
5. Siswa dapat memahami makna dalam wacana monolog berbentuk naratif

E. Materi Pembelajaran

Terlampir.

F. Metode Pembelajaran: *three-phase technique*

G. Kegiatan Pembelajaran

a. Pendahuluan

1. Guru membuka pelajaran dengan mengucapkan salam.
2. Guru menanyakan kabar siswa.
3. Guru mengecek kehadiran siswa.
4. Apersepsi

b. Inti

1. Guru menjelaskan tentang materi naratif teks menggunakan concept mapping.
2. Guru memberikan contoh teks bacaan naratif untuk latihan.
3. Membaca text *Snow White*.
4. Mencari kata-kata sulit yang terdapat dalam text *Snow White*.
5. Mencari arti dari kata-kata sulit yang terdapat dalam text *Snow White*.
6. Siswa memahami isi text menggunakan concept mapping.
7. Siswa menjawab pertanyaan tentang isi teks.

c. Penutup

1. Guru dan siswa menyimpulkan materi yang dipelajari
2. Guru melakukan refleksi terhadap kegiatan pembelajaran
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
4. Menyampaikan rencana pembelajaran pada pertemuan-pertemuan berikutnya.

H. Sumber Belajar

Contextual Teaching and Learning (halaman 86-89)

I. Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
– Mengidentifikasi berbagai makna teks narrative – Mengidentifikasi tujuan komunikatif teks narrative	Tes tulis Tes tulis	Essay	Answer the following question based on the text

Pedoman penilaian: Betul skor 2

$$\text{Nilai} = 15 \times 2 = 30:3 = 10$$

Mengetahui;
Guru Pembimbing,

Sri Mulyani, S.Pd.
NIP. 19700305 199802 2 001

Yogyakarta, 4 Maret 2013

Mahasiswa,

Wiwit Astikaningrum
NIM. 06202244150

TEXT**Snow White**

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die. Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after. (Free adaptation from Grimms' fairy tale)

MATERIAL

Narrative text focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and educate the reader. Narrative text has three parts:

- Orientation

It sets the scene and introduces the participants and characters.

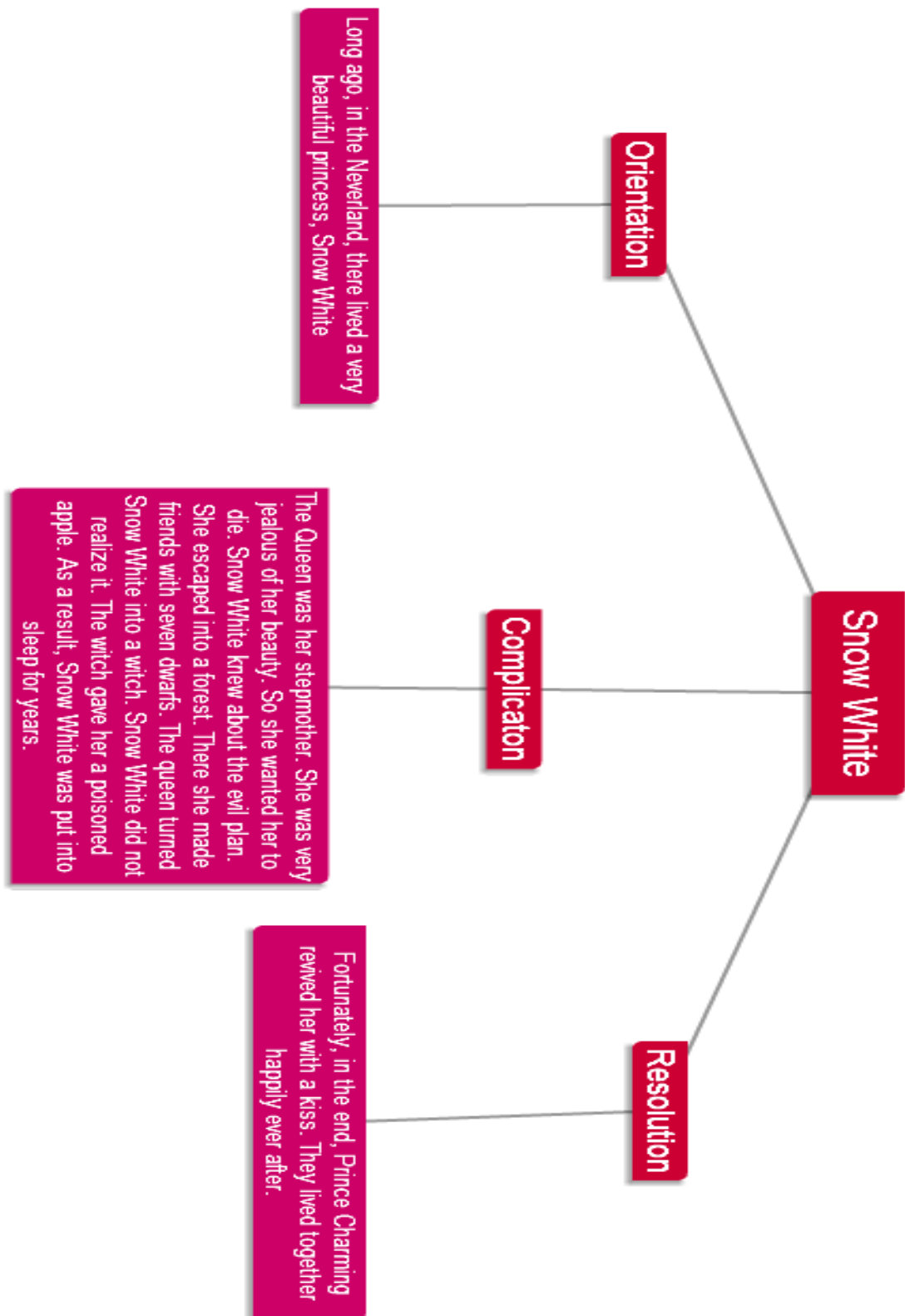
- Complication

It is a series of complications or crisis points which arise in the story.

- Resolution

The crisis is resolved, for better or for worse.

CONCEPT MAPPING 1. Parts of Narrative text



Concept Mapping 2. Conflict



TASK**Activity 1**

According to the story, say whether each statement below is true or false.

1. Snow White was a beautiful queen.
2. Her own mother was jealous of her beauty.
3. Snow White ran away from her palace.
4. She lived with Prince Charming in a forest.
5. Snow White was poisoned by her stepmother.
6. Her stepmother was evil.
7. The dwarfs helped Prince Charming revive Snow White.
8. Snow White and Prince Charming had a happy life after that.

Activity 2

Answer these questions.

1. What is the story about?
2. When and where did the story happen?
3. What problems did Snow White have?
4. What happened to her then?
5. Who came to help her?
6. What did he do to Snow White?
7. How did they live after that?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 Gamping
 Kelas/Semester : VIII (Delapan) / 2
 Jenis teks : *Recount*
 Tema : *Life Performances*
 Aspek/Skill : Membaca
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)
 Pertemuan : 4

A. Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : 11.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

C. Indikator

1. Mengidentifikasi langkah retorika teks *recount*
2. Memahami langkah retorika teks *recount*
3. Mengidentifikasi ciri kebahasaan teks *recount*
4. Menemukan informasi dari teks *recount*
5. Memahami pesan dalam teks *recount*

D. Tujuan Pembelajaran

Pada akhir pembelajaran

1. Siswa dapat mengidentifikasi langkah retorika teks *recount*
2. Siswa dapat memahami langkah retorika teks *recount*
3. Siswa dapat mengidentifikasi ciri kebahasaan teks *recount*
4. Siswa dapat menemukan informasi dari teks *recount*
5. Siswa dapat memahami pesan dalam teks *recount*

E. Materi Pembelajaran

Terlampir

F. Metode Pembelajaran: *three-phase technique*

G. Kegiatan Pembelajaran

a. Pendahuluan

1. Guru membuka pelajaran dengan mengucapkan salam.
2. Guru menanyakan kabar siswa.
3. Guru mengecek kehadiran siswa.
4. Apersepsi: Menjawab berbagai pertanyaan yang berhubungan dengan tema bacaan.

b. Inti

1. Guru memberikan contoh teks bacaan *recount*.
2. Siswa membaca contoh text *recount*.
3. Siswa mencari kata-kata sulit yang terdapat dalam text.
4. Guru bersama siswa mencari arti dari kata-kata sulit yang terdapat dalam text
5. Guru menjelaskan materi tentang *recount text* menggunakan concept mappping.
6. Guru menjelaskan langkah-langkah retorika yang terdapat pada teks *recount*
7. Guru bersama siswa membahas tentang isi dan topik teks *recount*.
8. Guru memberikan soal untuk latihan.

c. Penutup

1. Guru bersama siswa menyimpulkan materi yang dipelajari
2. Guru melakukan refleksi terhadap kegiatan pembelajaran
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
4. Guru menutup pelajaran dan menyampaikan judul materi pada pertemuan berikutnya

H. Sumber Belajar

Scaffolding, English for Grade VIII Students (halaman 112-115)

I. Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
– Mengidentifikasi berbagai makna teks narrative	Tes tulis	Essay	Answer the following question based on the text

Pedoman penilaian:

1. Untuk tiap nomor, tiap jawaban benar skor 20
2. Jumlah skor maksimal $\times 5 = 100$
3. Nilai maksimal = 100

Mengetahui;
Guru Pembimbing,

Sri Mulyani, S.Pd.
NIP. 19700305 199802 2 001

Yogyakarta, 4 Maret 2013

Mahasiswa,

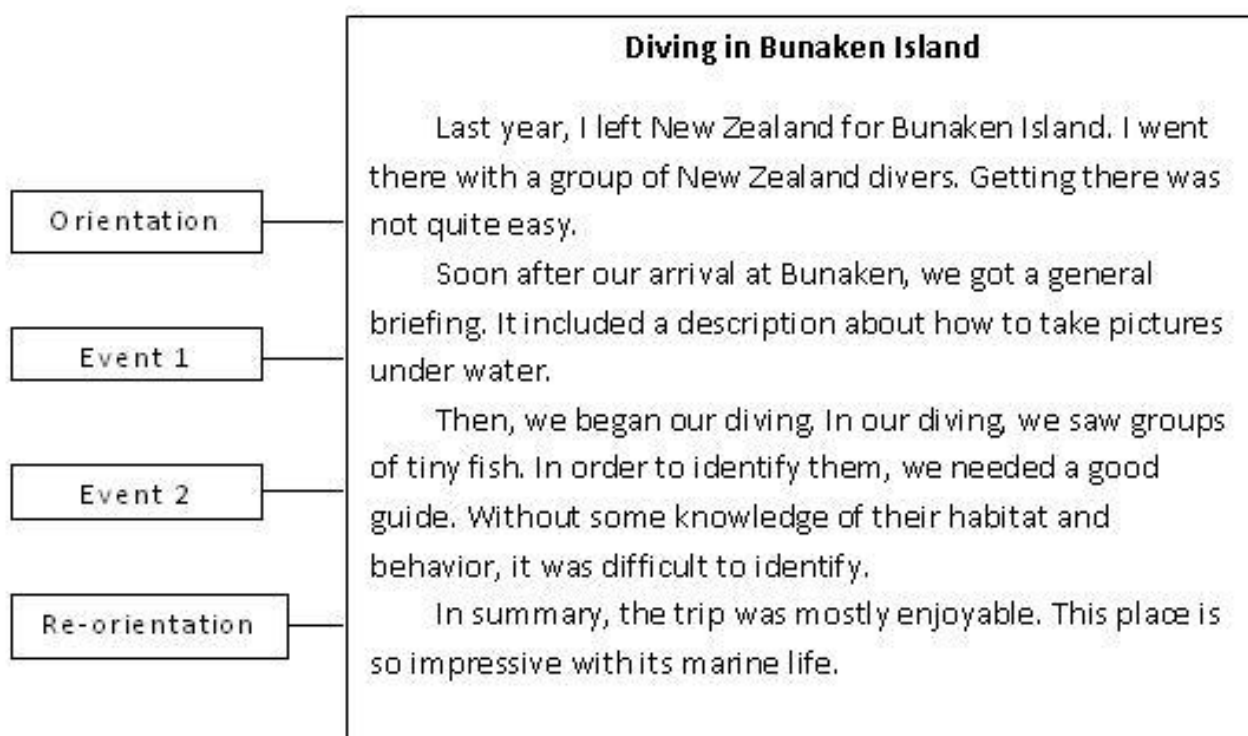
Wiwit Astikaningrum
NIM. 06202244150

MATERIAL

Recount text is a text which tells “what happened”. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling, usually made by the writer about the events.

The text recount is organized to include:

- An orientation providing background information needed to understand the text
- A record of events
- Personal comments and/or evaluative remarks (Re-orientation)



TEXT

Wednesday, 29 August 2007

I was chosen by my teacher to join the Traditional Dance Festival. It was the first and biggest festival for me. At first, I did not feel confident. However, my teacher told me that I could do it. After that, I practiced dancing diligently.

Today, my parents took me to the festival. They did not want to miss it. Then, the time came for me to go on the stage. When performing, I was not as nervous as I thought.

Finally, I did it. The result was better than I expected. I won and I was given the chance to go to Japan the following month. I was very happy.

I was chosen by my teacher to join the Traditional Dance Festival. It was the first and biggest festival for me. At first, I did not feel confident. However, my teacher told me that I could do it. After that, I practiced dancing diligently.

→ Orientation

Today, my parents took me to the festival. They did not want to miss it. Then, the time came for me to go on the stage. When performing, I was not as nervous as I thought.

→ Event

Finally, I did it. The result was better than I expected. I won and I was given the chance to go to Japan the following month. I was very happy.

→ Re-orientation

TASK

1. When did Putri join the Traditional Dance Festival?
2. Why did Putri join the Traditional Dance Festival?
3. What did Putri do before she joined the Festival?
4. When will Putri go to Japan?
5. What is the synonym of the word “confident” in the first paragraph?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 Gamping
 Kelas/Semester : VIII (Delapan) / 2
 Jenis teks : *Recount*
 Tema : *Life Performances*
 Aspek/Skill : Membaca
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)
 Pertemuan : 5

A. Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : 11.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

C. Indikator

1. Mengidentifikasi langkah retorika teks *recount*
2. Memahami langkah retorika teks *recount*
3. Mengidentifikasi ciri kebahasaan teks *recount*
4. Menemukan informasi dari teks *recount*
5. Memahami pesan dalam teks *recount*

D. Tujuan Pembelajaran

Pada akhir pembelajaran

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3. Siswa mencari kata-kata sulit yang terdapat dalam text.
4. Guru bersama siswa mencari arti dari kata-kata sulit yang terdapat dalam text.
5. Guru menjelaskan materi tentang *recount text* menggunakan concept map.
6. Guru menjelaskan langkah-langkah retorika yang terdapat pada teks *recount*.
7. Guru bersama siswa membahas tentang isi dan topik teks *recount* menggunakan concept map.
8. Guru memberikan soal untuk latihan.

c. Penutup

1. Guru bersama siswa menyimpulkan materi yang dipelajari
2. Guru melakukan refleksi terhadap kegiatan pembelajaran
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
4. Guru menutup pelajaran dan menyampaikan judul materi pada pertemuan berikutnya

H. Sumber Belajar

Scaffolding, English for Grade VIII Students (halaman 112-115)

I. Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
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Pedoman penilaian:

1. Untuk tiap nomor, tiap jawaban benar skor 20
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NIP. 19700305 199802 2 001

Yogyakarta, 4 Maret 2013

Mahasiswa,

Wiwit Astikaningrum
NIM. 06202244150

MATERIAL

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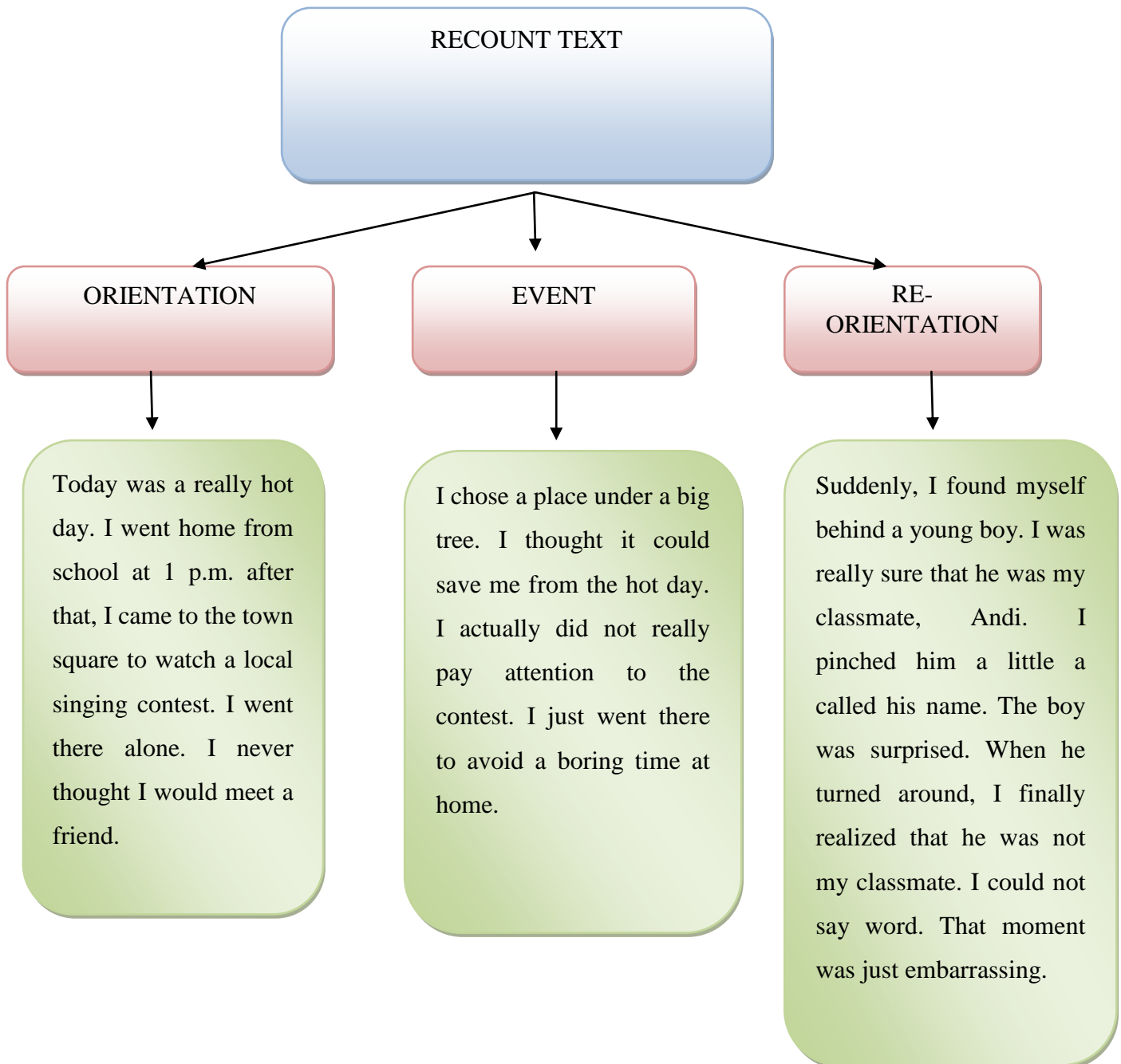
TEXT I

Read the following text and then answer the questions.

Today was a really hot day. I went home from school at 1 p.m. after that, I came to the town square to watch a local singing contest. I went there alone. I never thought I would meet a friend.

I chose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I could not say word. That moment was just embarrassing.



Questions

1. What is the text about?
2. Where did the writer go after he went home from school?
3. What did the writer do after do after thinking that the boy was his/her classmate?
4. What did the writer do after he realized that the boy was not his classmate?
5. What does “it” (paragraph 2, sentence 2) refer to?
6. What does “he” (paragraph 3, sentence 2) refer to?

TEXT II

Read the following text and then answer the questions.

On Wednesday evening, we went to Town Hall. It was the last day of the year and large people gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, “It's two minutes past twelve! The clock stopped!” I looked at my watch. It was true. The big clock refused to welcome the New Year. At the moment, everybody began to laugh and sing.

Questions

1. Where did we go on New Year's Eve?
2. Were there many people or not?
3. In how many minutes would the Town Hall clock strike twelve?
4. At what time did it stop?
5. Did it refuse to welcome the New Year or not?
6. What did the crowd do then?
7. “It would strike twelve in twenty minute's time.” What does the underlined word refer to?
8. “I looked at my watch.” Who is meant by the word I in the sentence?
9. “Suddenly someone shouted, “It's two minutes past twelve!” The underlined word has the same meaning as...
10. “The big clock refused to welcome the New Year.” The antonym of the underlined word is ...

APPENDIX D

DESCRIPTIVE STATISTICS

T-Test

Group Statistics

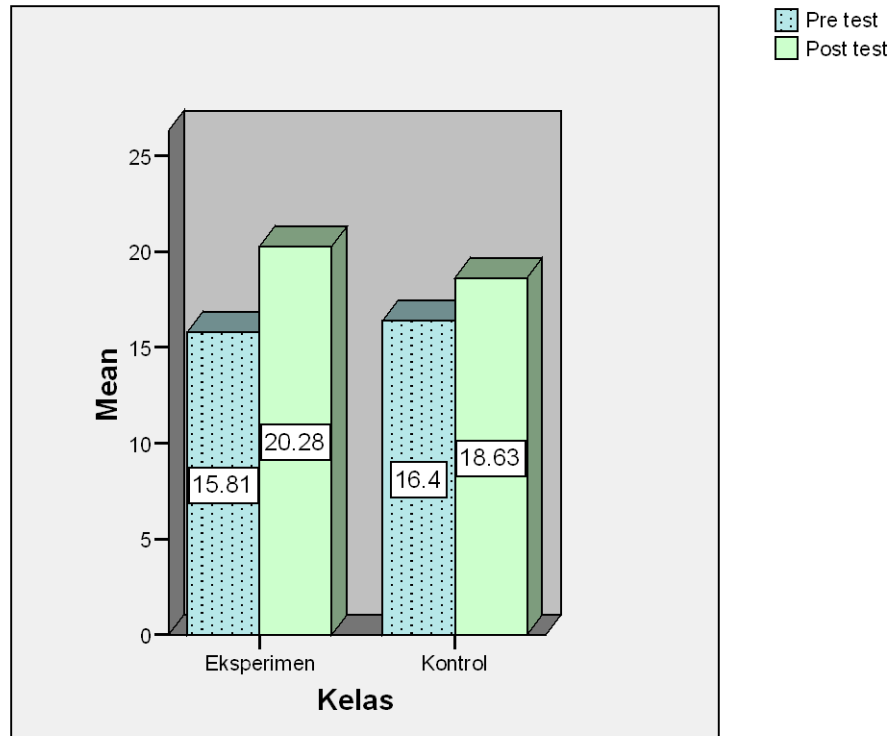
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Pre test	Eksperimen	36	15.81	2.364	.394
	Kontrol	35	16.40	2.882	.487
Post test	Eksperimen	36	20.28	2.133	.355
	Kontrol	35	18.63	2.624	.444
Peningkatan	Eksperimen	36	4.47	3.149	.525
	Kontrol	35	2.23	2.891	.489

Independent Samples Test

		F Test		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre test	Equal variances assumed	1.486	.121	-.951	69	.345	-.594	.625	-1.841	.652
	Equal variances not assumed			-.949	65.717	.346	-.594	.627	-1.846	.657
Post test	Equal variances assumed	1.514	.110	2.910	69	.005	1.649	.567	.518	2.780
	Equal variances not assumed			2.901	65.464	.005	1.649	.568	.514	2.784
Peningkatan	Equal variances assumed	1.186	.308	3.125	69	.003	2.244	.718	.811	3.676
	Equal variances not assumed			3.129	68.779	.003	2.244	.717	.813	3.674

Descriptive Statistics

Kelas		Pre test	Post test
Eksperimen	N	36	36
	Sum	569	730
	Mean	15.81	20.28
	Std. Deviation	2.364	2.133
	Median	16.00	21.00
	Variance	5.590	4.549
	Minimum	11	15
	Maximum	20	23
Kontrol	N	35	35
	Sum	574	652
	Mean	16.40	18.63
	Std. Deviation	2.882	2.624
	Median	17.00	19.00
	Variance	8.306	6.887
	Minimum	10	11
	Maximum	22	23
Total	N	71	71
	Sum	1143	1382
	Mean	16.10	19.46
	Std. Deviation	2.630	2.512
	Median	16.00	20.00
	Variance	6.919	6.309
	Minimum	10	11
	Maximum	22	23



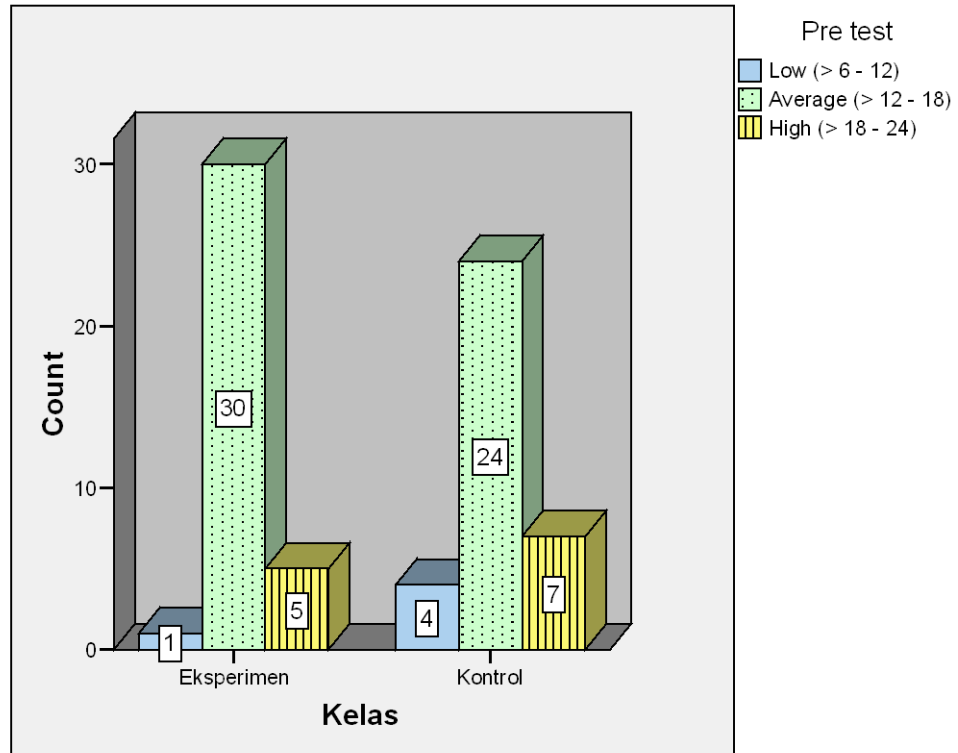
Kelas * Pre test Crosstabulation

		Pre test			Total
		Low (> 6 - 12)	Average (> 12 - 18)	High (> 18 - 24)	
Kelas	Eksperimen	Count	1	30	36
		% within Kelas	2.8%	83.3%	100.0%
	Kontrol	Count	4	24	35
		% within Kelas	11.4%	68.6%	100.0%
Total	Count	5	54	12	71
	% within Kelas	7.0%	76.1%	16.9%	100.0%

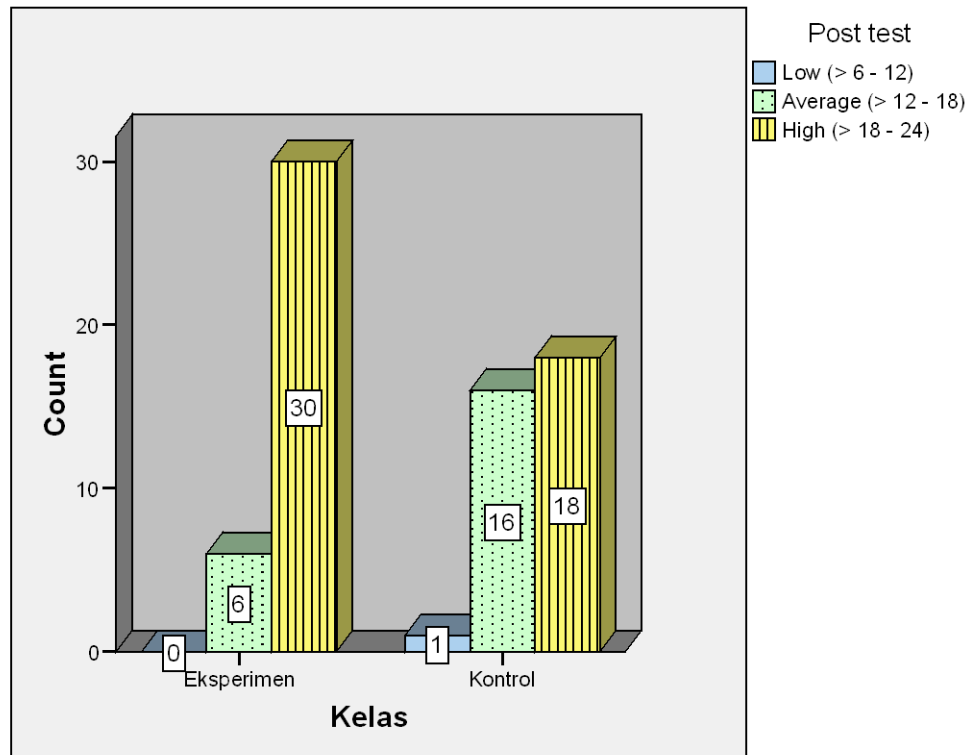
Kelas * Post test Crosstabulation

		Post test			Total
		Low (> 6 - 12)	Average (> 12 - 18)	High (> 18 - 24)	
Kelas	Eksperimen	Count	0	6	36
		% within Kelas	.0%	16.7%	100.0%
	Kontrol	Count	1	16	35
		% within Kelas	2.9%	45.7%	100.0%
Total	Count	1	22	48	71
	% within Kelas	1.4%	31.0%	67.6%	100.0%

Pre Test



Post Test



APPENDIX E

TEST OF NORMALITY

Variable	Post test
Select	Kontrol

Sample size	35
Lowest value	11.0000
Highest value	23.0000
Arithmetic mean	18.6286
95% CI for the mean	17.7271 to 19.5301
Median	19.0000
95% CI for the median	17.0000 to 20.0000
Variance	6.8874
Standard deviation	2.6244
Relative standard deviation	0.1409 (14.09%)
Standard error of the mean	0.4436
Coefficient of Skewness	-0.5734 (P=0.1424)
Coefficient of Kurtosis	0.7426 (P=0.2825)
Chi-square test for Normal distribution	accept Normality (P=0.2093) (Chi-square=5.867 DF=4)

Variable	Post test
Select	Eksperimen

Sample size	36
Lowest value	15.0000
Highest value	23.0000
Arithmetic mean	20.2778
95% CI for the mean	19.5561 to 20.9994
Median	21.0000
95% CI for the median	19.8548 to 22.0000
Variance	4.5492
Standard deviation	2.1329
Relative standard deviation	0.1052 (10.52%)
Standard error of the mean	0.3555
Coefficient of Skewness	-0.8339 (P=0.0377)
Coefficient of Kurtosis	0.03081 (P=0.7857)
Chi-square test for Normal distribution	accept Normality (P=0.1629) (Chi-square=7.881 DF=5)

tabel X²

df	0.1	0.05	0.025	0.01
1	2.706	3.841	5.024	6.635
2	4.605	5.991	7.378	9.210
3	6.251	7.815	9.348	11.345
4	7.779	9.488	11.143	13.277
5	9.236	11.070	12.833	15.086
6	10.645	12.592	14.449	16.812
7	12.017	14.067	16.013	18.475
8	13.362	15.507	17.535	20.090
9	14.684	16.919	19.023	21.666
10	15.987	18.307	20.483	23.209
11	17.275	19.675	21.920	24.725
12	18.549	21.026	23.337	26.217
13	19.812	22.362	24.736	27.688
14	21.064	23.685	26.119	29.141
15	22.307	24.996	27.488	30.578
16	23.542	26.296	28.845	32.000
17	24.769	27.587	30.191	33.409
18	25.989	28.869	31.526	34.805
19	27.204	30.144	32.852	36.191
20	28.412	31.410	34.170	37.566
21	29.615	32.671	35.479	38.932
22	30.813	33.924	36.781	40.289
23	32.007	35.172	38.076	41.638
24	33.196	36.415	39.364	42.980
25	34.382	37.652	40.646	44.314
26	35.563	38.885	41.923	45.642
27	36.741	40.113	43.195	46.963
28	37.916	41.337	44.461	48.278
29	39.087	42.557	45.722	49.588
30	40.256	43.773	46.979	50.892
31	41.422	44.985	48.232	52.191
32	42.585	46.194	49.480	53.486
33	43.745	47.400	50.725	54.776
34	44.903	48.602	51.966	56.061
35	46.059	49.802	53.203	57.342
36	47.212	50.998	54.437	58.619
37	48.363	52.192	55.668	59.893
38	49.513	53.384	56.896	61.162
39	50.660	54.572	58.120	62.428
40	51.805	55.758	59.342	63.691
41	52.949	56.942	60.561	64.950
42	54.090	58.124	61.777	66.206
43	55.230	59.304	62.990	67.459
44	56.369	60.481	64.201	68.710
45	57.505	61.656	65.410	69.957
46	58.641	62.830	66.617	71.201
47	59.774	64.001	67.821	72.443
48	60.907	65.171	69.023	73.683
49	62.038	66.339	70.222	74.919
50	63.167	67.505	71.420	76.154

Variable	Pre test
Select	Kontrol

Sample size	35
Lowest value	10.0000
Highest value	22.0000
Arithmetic mean	16.4000
95% CI for the mean	15.4100 to 17.3900
Median	17.0000
95% CI for the median	16.0000 to 18.0000
Variance	8.3059
Standard deviation	2.8820
Relative standard deviation	0.1757 (17.57%)
Standard error of the mean	0.4871
Coefficient of Skewness	-0.5827 (P=0.1366)
Coefficient of Kurtosis	0.2378 (P=0.5903)
Chi-square test for Normal distribution	accept Normality (P=0.5912) (Chi-square=3.715 DF=5)

Variable	Pre test
Select	Eksperimen

Sample size	36
Lowest value	11.0000
Highest value	20.0000
Arithmetic mean	15.8056
95% CI for the mean	15.0056 to 16.6055
Median	16.0000
95% CI for the median	14.0000 to 17.0000
Variance	5.5897
Standard deviation	2.3643
Relative standard deviation	0.1496 (14.96%)
Standard error of the mean	0.3940
Coefficient of Skewness	0.02607 (P=0.9440)
Coefficient of Kurtosis	-1.0158 (P=0.1851)
Chi-square test for Normal distribution	accept Normality (P=0.7451) (Chi-square=2.707 DF=5)

APPENDIX F

HYPOTHESIS TESTING

T-Test

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Pre test	Eksperimen	36	15.81	2.364	.394
	Kontrol	35	16.40	2.882	.487
Post test	Eksperimen	36	20.28	2.133	.355
	Kontrol	35	18.63	2.624	.444
Peningkatan	Eksperimen	36	4.47	3.149	.525
	Kontrol	35	2.23	2.891	.489

Independent Samples Test

		F Test		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Pre test	Equal variances assumed	1.486	.121	-.951	69	.345	-.594	.625	Lower	-1.841
	Equal variances not assumed			-.949	65.717	.346	-.594	.627	Upper	-1.846
Post test	Equal variances assumed	1.514	.110	2.910	69	.005	1.649	.567	Lower	.518
	Equal variances not assumed			2.901	65.464	.005	1.649	.568	Upper	2.784
Peningkatan	Equal variances assumed	1.186	.308	3.125	69	.003	2.244	.718	Lower	.811
	Equal variances not assumed			3.129	68.779	.003	2.244	.717	Upper	.813

tabel t

1-tail	0.005	0.01	0.025	0.05
2-tail	0.01	0.02	0.05	0.1
51	2.676	2.402	2.008	1.675
52	2.674	2.400	2.007	1.675
53	2.672	2.399	2.006	1.674
54	2.670	2.397	2.005	1.674
55	2.668	2.396	2.004	1.673
56	2.667	2.395	2.003	1.673
57	2.665	2.394	2.002	1.672
58	2.663	2.392	2.002	1.672
59	2.662	2.391	2.001	1.671
60	2.660	2.390	2.000	1.671
61	2.659	2.389	2.000	1.670
62	2.657	2.388	1.999	1.670
63	2.656	2.387	1.998	1.669
64	2.655	2.386	1.998	1.669
65	2.654	2.385	1.997	1.669
66	2.652	2.384	1.997	1.668
67	2.651	2.383	1.996	1.668
68	2.650	2.382	1.995	1.668
69	2.649	2.382	1.995	1.667
70	2.648	2.381	1.994	1.667
71	2.647	2.380	1.994	1.667
72	2.646	2.379	1.993	1.666
73	2.645	2.379	1.993	1.666
74	2.644	2.378	1.993	1.666
75	2.643	2.377	1.992	1.665
76	2.642	2.376	1.992	1.665
77	2.641	2.376	1.991	1.665
78	2.640	2.375	1.991	1.665
79	2.640	2.374	1.990	1.664
80	2.639	2.374	1.990	1.664
81	2.638	2.373	1.990	1.664
82	2.637	2.373	1.989	1.664
83	2.636	2.372	1.989	1.663
84	2.636	2.372	1.989	1.663
85	2.635	2.371	1.988	1.663
86	2.634	2.370	1.988	1.663
87	2.634	2.370	1.988	1.663
88	2.633	2.369	1.987	1.662
89	2.632	2.369	1.987	1.662
90	2.632	2.368	1.987	1.662
91	2.631	2.368	1.986	1.662
92	2.630	2.368	1.986	1.662
93	2.630	2.367	1.986	1.661
94	2.629	2.367	1.986	1.661
95	2.629	2.366	1.985	1.661
96	2.628	2.366	1.985	1.661
97	2.627	2.365	1.985	1.661
98	2.627	2.365	1.984	1.661
99	2.626	2.365	1.984	1.660
100	2.626	2.364	1.984	1.660

tabel F

df	5%								
	31	32	33	34	35	36	37	38	39
1	250.230	250.357	250.476	250.588	250.693	250.793	250.888	250.977	251.062
2	19.463	19.464	19.465	19.466	19.467	19.468	19.469	19.469	19.470
3	8.614	8.611	8.609	8.606	8.604	8.602	8.600	8.598	8.596
4	5.742	5.739	5.735	5.732	5.729	5.727	5.724	5.722	5.719
5	4.492	4.488	4.484	4.481	4.478	4.474	4.472	4.469	4.466
6	3.804	3.800	3.796	3.792	3.789	3.786	3.783	3.780	3.777
7	3.371	3.367	3.363	3.359	3.356	3.352	3.349	3.346	3.343
8	3.075	3.070	3.066	3.062	3.059	3.055	3.052	3.049	3.046
9	2.859	2.854	2.850	2.846	2.842	2.839	2.835	2.832	2.829
10	2.695	2.690	2.686	2.681	2.678	2.674	2.670	2.667	2.664
11	2.565	2.561	2.556	2.552	2.548	2.544	2.541	2.537	2.534
12	2.461	2.456	2.452	2.447	2.443	2.439	2.436	2.432	2.429
13	2.375	2.370	2.366	2.361	2.357	2.353	2.349	2.346	2.342
14	2.303	2.298	2.293	2.289	2.284	2.280	2.277	2.273	2.270
15	2.241	2.236	2.232	2.227	2.223	2.219	2.215	2.211	2.208
16	2.188	2.183	2.178	2.174	2.169	2.165	2.161	2.158	2.154
17	2.142	2.137	2.132	2.127	2.123	2.119	2.115	2.111	2.107
18	2.102	2.096	2.091	2.087	2.082	2.078	2.074	2.070	2.066
19	2.066	2.060	2.055	2.050	2.046	2.042	2.037	2.034	2.030
20	2.033	2.028	2.023	2.018	2.013	2.009	2.005	2.001	1.997
21	2.004	1.999	1.994	1.989	1.984	1.980	1.976	1.972	1.968
22	1.978	1.973	1.968	1.963	1.958	1.954	1.949	1.945	1.942
23	1.955	1.949	1.944	1.939	1.934	1.930	1.925	1.921	1.918
24	1.933	1.927	1.922	1.917	1.912	1.908	1.904	1.900	1.896
25	1.913	1.908	1.902	1.897	1.892	1.888	1.884	1.879	1.876
26	1.895	1.889	1.884	1.879	1.874	1.869	1.865	1.861	1.857
27	1.878	1.872	1.867	1.862	1.857	1.852	1.848	1.844	1.840
28	1.863	1.857	1.851	1.846	1.841	1.837	1.832	1.828	1.824
29	1.848	1.842	1.837	1.832	1.827	1.822	1.818	1.813	1.809
30	1.835	1.829	1.823	1.818	1.813	1.808	1.804	1.800	1.796
31	1.822	1.816	1.811	1.805	1.800	1.796	1.791	1.787	1.783
32	1.810	1.804	1.799	1.794	1.789	1.784	1.779	1.775	1.771
33	1.799	1.793	1.788	1.783	1.777	1.773	1.768	1.764	1.760
34	1.789	1.783	1.777	1.772	1.767	1.762	1.758	1.753	1.749
35	1.779	1.773	1.768	1.762	1.757	1.752	1.748	1.743	1.739
36	1.770	1.764	1.758	1.753	1.748	1.743	1.738	1.734	1.730
37	1.761	1.755	1.750	1.744	1.739	1.734	1.730	1.725	1.721
38	1.753	1.747	1.741	1.736	1.731	1.726	1.721	1.717	1.712
39	1.745	1.739	1.733	1.728	1.723	1.718	1.713	1.709	1.704
40	1.738	1.732	1.726	1.721	1.715	1.710	1.706	1.701	1.697
41	1.731	1.725	1.719	1.713	1.708	1.703	1.699	1.694	1.690
42	1.724	1.718	1.712	1.707	1.701	1.696	1.692	1.687	1.683
43	1.718	1.712	1.706	1.700	1.695	1.690	1.685	1.681	1.676
44	1.712	1.706	1.700	1.694	1.689	1.684	1.679	1.674	1.670
45	1.706	1.700	1.694	1.688	1.683	1.678	1.673	1.669	1.664
46	1.700	1.694	1.688	1.683	1.677	1.672	1.667	1.663	1.658
47	1.695	1.689	1.683	1.677	1.672	1.667	1.662	1.657	1.653
48	1.690	1.684	1.678	1.672	1.667	1.662	1.657	1.652	1.648
49	1.685	1.679	1.673	1.667	1.662	1.657	1.652	1.647	1.643
50	1.680	1.674	1.668	1.662	1.657	1.652	1.647	1.642	1.638

2015: 30/04/2015 10:00:00

APPENDIX G

STUDENTS ATTENDANCE LIST

DAFTAR HADIR KELAS VIII E

No.	NIS	NAMA	18/2	20/2	22/2	25/2	27/2	4/3	6/3
1	7706	ADI GALIH KURNIAWAN	√	√	√	√	√	√	√
2	7708	AGUS WIJAYANTO	√	√	√	√	√	√	√
3	7709	ALFI JULIANA ENDARWATI	√	√	√	√	√	√	√
4	7710	ANDINI DWI CAHYA	√	√	√	√	√	√	√
5	7711	ANJAS SARI PRATIWI	√	√	√	√	√	√	√
6	7712	ARIF WIHANANTO	√	√	√	√	√	√	√
7	7713	ATAYA FARAH JAUHAR	√	√	√	√	√	√	√
8	7714	BIMA MAHARDIKA	√	√	√	√	√	√	√
9	7715	CATUR DANU PRAKOSO	√	√	X	√	√	√	√
10	7716	CHANDRA ADI KUSUMA	√	√	√	√	√	√	√
11	7717	DESTIA VIVIN ADITASARI	√	√	√	√	√	√	√
12	7718	DEWI PUTRI ARIYANTI	√	√	√	√	√	√	√
13	7719	DIMAS PURNANTO SAKTI	√	√	√	√	√	√	√
14	7720	DIMAS YOGI PRAYUDHA	√	√	√	√	√	√	√
15	7721	ELI KURNIAWATI	√	√	√	√	√	√	√
16	7722	FAISAL AHMAD INZAGHI	√	√	√	√	√	√	√
17	7723	FEBRI NURSETO	√	√	√	√	√	√	√
18	7724	GALANG BAYU SAPUTRO	√	√	√	√	√	√	√
19	7725	GEVALDA FARRENTINO	√	√	√	X	√	√	√
20	7726	IHSAN FIKRI AL FAHMI	√	√	√	√	√	√	√
21	7727	ILHAM NUR ALFIAN	√	√	√	√	√	√	√
22	7728	INDAH AYU PERTIWI	√	√	√	√	√	√	√
23	7729	IRMA ROMADHONI	√	√	√	√	√	√	√
24	7730	LAILA DEWI ARIANA	√	√	√	√	√	√	√
25	7731	MITHA ARDINA	√	√	√	√	√	√	√
26	7732	MUHAMMAD IQBAL WAHYU P.D.	√	√	X	√	√	√	√
27	7733	MUHAMMAD SOEBANDORO	√	√	√	√	√	√	√
28	7735	RIFKI AGUS SEPTIYANTO	√	√	√	√	√	√	√
29	7736	RIZKY ANGGRAINI KUMALASARI	√	√	√	√	√	√	√

30	7737	SAPTO NUR ROMADHON	√	√	√	√	√	√	√
31	7739	TIO ADE CRISNAWAN	√	√	√	√	√	√	√
32	7740	VENY POPILIA SARI	√	√	√	√	X	√	√
33	7741	ZAIRI KURNIAWAN	√	√	√	√	√	√	√
34	7798	VINA RAHAYU	√	√	√	√	√	√	√
35		MUHAMMAD MIFTAHUL FIRDAUS	√	√	√	√	√	√	√

DAFTAR HADIR KELAS VIII F

No.	NIS	NAMA	18/2	19/2	20/2	27/2	4/3	5/3	6/3
1	7742	ADINDA CAMELIA SARI	√	√	√	√	√	√	√
2	7743	ADINNA TRI HANDAYANI	√	√	√	√	√	√	√
3	7744	ADITYA ADHA NIRWANTO	√	√	√	√	√	√	√
4	7745	AGUNG PAMBUDI	√	√	√	√	√	√	√
5	7746	AJI SAIFUL IKHSAN	√	√	√	√	√	√	√
6	7747	AMANDA RACHMATIA SUN P.	√	√	√	√	√	√	√
7	7748	ANDINI VALENT	√	√	√	X	√	√	√
8	7749	BEZKHY MEIZUL PUTRA	√	√	√	√	√	√	√
9	7750	BOBY ASI WIRAWAN	√	√	√	√	√	√	√
10	7751	DEVI AMBARWATI	√	√	X	√	√	√	√
11	7752	DYAH ROSELINA	√	√	√	√	√	√	√
12	7753	EBNU HARYADI	√	√	√	√	√	√	√
13	7754	EGA SEPTIA NUR AFIFAH	√	√	√	√	√	√	√
14	7755	ERWIN SIHOMBING	√	√	√	√	√	√	√
15	7756	FESDIAN PUTRI YULIANI	√	√	√	√	√	X	√
16	7757	HARTANTI KUSUMA DEWI	√	√	√	√	√	√	√
17	7758	IDA RISMAWATI	√	√	√	√	√	√	√
18	7759	KEMALA AINUN LUTHFIA M.	√	√	X	√	√	√	√
19	7760	KRISMAYAYANTI YULI A.	√	√	√	√	√	√	√
20	7761	MARRISA INDAH PRATIWI	√	√	√	√	√	√	√
21	7762	MISBAKH NUR RAKHMAN	√	√	√	√	√	√	√
22	7763	MUHAMMAD HASAN BASRI	√	√	√	√	√	√	√
23	7764	MUHAMMAD MUHAIMIN	√	√	√	√	√	√	√
24	7765	MUHAMMAD RAHUL BANUAJI	√	√	√	√	√	√	√
25	7766	MUHAMMAD RIZKI NARENDRA S.	√	√	√	√	√	√	√
26	7767	MUHAMMAD SHOLIKIN PUTRA P.	√	√	√	√	√	√	√
27	7768	NANDA RATNA SARI	√	√	√	√	√	√	√
28	7769	NONIK LESTARI	√	√	√	√	√	√	√
29	7770	NOVA NGGI KUNTANTRI	√	√	√	√	√	√	√

30	7771	PAMUNGKAS AJI PULUNGONO	√	√	√	√	√	√	√
31	7772	PANDU SELPA NUGRAHA	√	√	√	√	√	√	√
32	7773	PRISTA DWI ARYANI	√	√	√	√	x	√	√
33	7774	RICKO IVANDIANTO	√	√	√	√	√	√	√
34	7775	RISKY ALVIODEVI	√	√	√	√	√	√	√
35	7776	WAHYU FAJAR TRIATMAJA	√	√	√	√	√	X	√
36	7777	YUAN PUTRA DWI PRABOWO	√	√	√	√	√	√	√

APPENDIX H

DOCUMENTATIONS

Picture 1 The students looked at their tasks seriously



Picture 2. The researcher shows the concept map of the text



Picture 3. The students read their concept map and task seriously.



Picture 4. The students are enthusiastic listening to the teacher's explanation.



Picture 5. The students read the concept map of the text and do the task seriously



Picture 6. The students read the passage of the text in front of the class



APPENDIX I

LETTER OF PERMISSION



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

158

FRM/FBS/33.01
10 Jan 2011

Nomor : 0147h/UN.34.12/DT/I/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

5 Februari 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

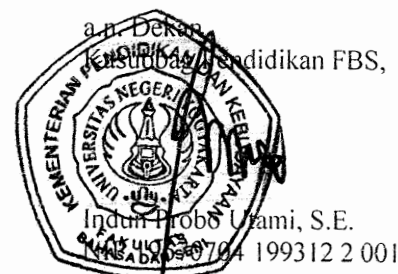
The Effect of Using Concep MAP on Improvement of Reading Comprehension in the English Learning Process of the Eight Grade Students of SMP N 2 Gamping

Mahasiswa dimaksud adalah :

Nama : WIWIT ASTIKANINGRUM
NIM : 06202244150
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari – April 2013
Lokasi Penelitian : SMP N 2 Gamping

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



Tembusan:
Kepala SMP N 2 Gamping



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA¹⁵⁹
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/1094/V/2/2013

Membaca Surat : Dekan Fak. Bahasa & Seni UNY
Tanggal : 05 Februari 2013
Nomor : 014h/UN34.12/DT/II/2013
Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : WIWIT ASTIKANINGRUM NIP/NIM : 06202244150
Alamat : KARANGMALANG YK
Judul : THE EFFECT OF USING CONSEP MAP ON IMPROVEMENT OF READING COMPREHENSION IN THE ENGLISH LEANING PROCESS OF THE EIGHT GTRADE STUDENTS OF SMP N 2 GAMPING
Lokasi : KAB SLEMAN Kota/Kab. SLEMAN
Waktu : 06 Februari 2013 s/d 06 Mei 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

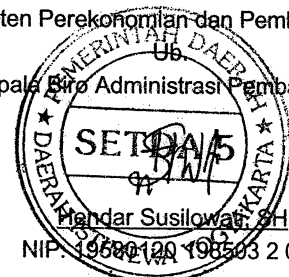
Dikeluarkan di Yogyakarta

Pada tanggal 06 Februari 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Ka. Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta.
5. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slebankab.go.id, E-mail : bappeda@slebankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 328 / 2013

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta
Nomor : 070/1094/V/2/2013
Hal : Izin Penelitian
Tanggal : 06 Februari 2013

MENGIZINKAN :

Kepada :
Nama : WIWIT ASTIKANINGRUM
No.Mhs/NIM/NIP/NIK : 06202244150
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta 55281
Alamat Rumah : Kalipelus RT 2 RW 2 Banjarnegara, Jateng.
No. Telp / HP : 085228860896
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**THE EFFECT OF USING CONCEPT MAP ON THE IMPROVEMENT OF
READING COMPREHENSION IN THE ENGLISH LEARNING PROCESS OF
THE EIGHTH GRADE STUDENTS OF SMP NEGERI 2 GAMPING**
Lokasi : SMP Negeri 2 Gamping
Waktu : Selama 3 bulan mulai tanggal: 06 Februari 2013 s/d 06 Mei 2013

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 6 Februari 2013

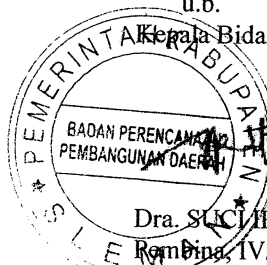
a.n. Kepala Badan Perencanaan Pembangunan Daerah

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Gamping
6. Kepala SMP Negeri 2 Gamping
7. Dekan Fak. Bahasa dan Seni UNY.
8. Yang Bersangkutan

Sekretaris
u.b.

Kepala Bidang Pengendalian dan Evaluasi



Dra. SUCI IRIANI SINURAYA, M.Si, M.M

Rombina, IV/a

NIP 19630112 198903 2 003



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMP NEGERI 2 GAMPING
Alamat : Trihanggo Gamping Sleman ☎ 55291 ☎ 6415174
E-mail : smpn2gamping@yahoo.co.id

SURAT KETERANGAN MELAKSANAKAN PENELITIAN
Nomor : 070 / 078 / 2013

Yang bertandatangan di bawah ini:

Nama : SUGIYARTO, S.Pd.
NIP : 19571215 197803 1 005
Pangkat, Gol : Pembina, IV/a
Jabatan : Kepala SMP Negeri 2 Gamping

Menerangkan dengan bahwa


Nama : WIWIT ASTIKANINGRUM
No. Mhs : 06202244150
Jurusan : Pendidikan Bhs. Inggris
Fakultas : Bahasa dan Seni
Universitas : Universitas Negeri Yogyakarta

Telah melaksanakan penelitian di SMP Negeri 2 Gamping Sleman dengan judul skripsi:

"The Effect of Using Concept Map on the Improvement of Reading Skill on the English Learning Process on Eighth Grade of SMP Negeri 2 Gamping".

Waktu Penelitian : Tanggal 26 Februari – 6 Maret 2013.

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Gamping, 13 Maret 2013
Kepala SMP Negeri 2 Gamping

SUGIYARTO, S.Pd.
NIP. 19571215 197803 1 005
